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ABSTRACT

Age-appropriate activities for children and curriculum guidelines for mothers operating family day care homes for infants and toddlers were developed with the goal of improving the quality of day care programming. Curriculum goals were to (1) facilitate children's achievement of self-identity and self-esteem; (2) provide an outlet for creative expression; (3) design learning experiences which would help children process information; (4) create a social environment which would facilitate social interaction; (5) provide and sequence experiences designed to help children develop fine and gross motor skills; and (6) offer opportunities for self-selected activities. Family day care home staff implemented and evaluated the training program. Basic principles of the curriculum were applied in a program for 2-year-old children who were receiving care in a preschool. Curriculum concepts were shared with a network of coworkers. It was concluded that the program was well received by caregivers. Children in home care enjoyed the activities. Appendices provide guidelines for presenting the caregiver training program, a form for program monitoring, a developmental checklist, an individual development chart, the infant/toddler curriculum framework, a daily schedule for family day care homes, activity cards for indoor and outdoor group activities and guided-choice activities, a diagram of learning centers in a double classroom, a daily schedule for child care centers, a sample menu, and a form for reporting children's progress. (RH)

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Center for the
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Ed.D. Program

CIRCLE TIME CURRICULUM ACTIVITIES AROUND THE CLOCK FOR HOME-BASED AND CENTER-BASED INFANT/TODDLER CHILD CARE

BY

MADELINE ROSE

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CIRCLE TIME CURRICULUM
ACTIVITIES AROUND THE CLOCK
FOR
HOME-BASED AND CENTER-BASED
INFANT/TODDLER CHILD CARE

by

MADELINE ROSE

Cluster 17

A Practicum Report Presented to the Ed.d. Program
in Early Childhood
in Partical Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1987

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PRACTICUM APPROVAL SHEET

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Approved:

6-26-87
Date of Final Approval of Report

Richard Goldman, Ph.D.
(Type Name and Degree, Reviewer)

Dedication

To

The Children

In

My Care

ABSTRACT

CIRCLE TIME CURRICULUM: Activities Around The Clock for Home-Based and Center-Based Infant/Toddler Child Care, Rose, Madeline J. 1987: Practicum Report, Nova University Ed.D Program in Early Childhood.
Descriptors: Day Care, Infants/DE, Family Day Care, Child Caregivers, Early Childhood Education, Child Development, Curriculum Guides, Program Development, Curriculum Development.

A growing interest on the part of parents and professionals in developmental child care for infants and toddlers has led to a demand for age appropriate developmental programming in Family Day Care Homes and Child Care Centers. The Program/Training Director and the Site Manager of a Social Agency providing child care for infants and toddlers in a network of Family Day Care Homes developed a training program for caregivers and a curriculum framework for infants and toddlers. The Family Day Care Home Staff implemented and evaluated the training program which aided caregivers in providing a daily schedule of age appropriate activities for the children in the homes. The curriculum framework was also adapted for use in a Child care Center, providing care for two year old children.

The writer's goal was to help each child achieve his potential by creating a learning environment that would provide him with age appropriate challenging tasks. The objectives were: (1) To help the child achieve self-identity and self-esteem; (2) To provide the child with an outlet for creative expression; (3) To design learning experiences that would help the child process information; (4) To create a social environment where a child may interact with other children; (5) To provide and sequence experiences that would help the child to develop fine and gross motor skills; (6) To offer the child opportunities to engage in self-selected activities.

The program was well received by the caregivers and the children in the homes enjoyed the activities. When the agency lost its funding for The Family Day care Home Network, the author accepted the position of Director for a preschool in the county. The program was adapted to a preschool setting and implemented in the classes for two year old children. The author also shared the curriculum with her peers, when she taught The State Child Care Worker's Course at the learning center.

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CHAPTER I

INTRODUCTION

Description of Community

There are approximately 755,937 people living in a county located on the suncoast of Florida. The county covers 280 square miles. The beaches are dotted with large hotels and smaller motels. Chic shops line the beachfront and there are many fine restaurants to tempt your palate. Water sports, boating, theatres, tennis and golf are available to the many tourists who visit each year. Nearby are museums, yacht clubs, marinas, universities, hospitals and airports. Business districts are located in the downtown area.

In contrast to the expensive condomimiums and homes located here are less affluent middle class neighborhoods and lower class ghettos where minority groups live in poverty. Churches and parks are located in the area as well as large recreation centers where the old and young alike may gather to meet friends.

A Social agency providing child care for school-age and preschool children that formerly managed a Family Day Care Home Network is located in this county.

A Family Day Care Home means a facility for child care in a place of residence of a family, person, or persons who receive no more than four children under 17 years of age, away from their own homes,

> who are not related to such person providing family care and training for such children, for from 2-12 hours a day. No more than three of the four children may be under two years of age. This term shall not be construed to include children above the first grade level, except in homes where children below first grade level are also received for care. (Laws of Florida, Chap. 612681, June 22, 1961, Chap. 70, 893 amended, June 21, 1970, p. 3)

The caregivers in the Family Day Care Homes must be 18 years of age and may or may not be high school graduates. They are required to have a TB test and must have completed a Child Abuse and Identification and Reporting Workshop. They are required to take an initial three hours of orientation and training and must complete 10 hours of inservice training a year if they are high school graduates and 20 hours of training a year if they did not complete high school. All child care personnel must have screening and background checks which require an abuse registry clearance, local, state and federal criminal records checks requiring fingerprinting documented and maintained in the personnel file. All Family Day Care Homes are licensed facilities and under the supervision of the County Licensing Board.

The children in the Family Day Care Homes were from 6 weeks to 3.0 years of age. They were of different ethnic backgrounds. The homes were located in

neighborhoods ranging from low to middle socio-economic status. All the homes have met minimum standards for children's centers and family day care homes in regard to the physical plant housing family day care homes, nutrition, facility records and license board records as described in the Laws of Florida, to protect the health, safety and mental development of children cared for in the family day care homes in the county.

Most of the children were from single parent homes. Many of the single parent clients were on welfare. Some of the children were placed by the Department of Health and Rehabilitative Services and therefore were under Protective Services. Some of the single parents were teenagers who attended high school, while others attended college or vocational school or were employed. A small percentage of the children came from homes where both parents worked. All of the families had their fees subsidized through Title XX funds, based on income and family size. These funds were provided by the Department of Health and Rehabilitative Services.

Writer's Role and Responsibilities

The author received her B.A. Degree from Marymount College and Her M.A. Degree from Adelphi University in New York. At present, she is a candidate for an Ed.D. Degree in Early Childhood Education at Nova University in Fort Lauderdale, Florida. She taught Language Arts to high school

students on Long Island in New York for several years. When she moved to Florida, she accepted the position of Program Coordinator for The Jewish Community Center in St. Petersburg. Later, she joined Latchkey, Inc. and became Director of a Children's Center for school-age children prior to becoming Supervisor of The Family Day care Home Network. She is active in Adult Education through St. Petersburg Vocational Technical Institute, and teaches the twenty hour State Child Care Worker's Course. At present, she is the Director of The Creative Learning Center, a preschool in clearwater, Florida.

CHAPTER II

STUDY OF THE PROBLEM

Problem Statement

The Family Day Care Home Network under the supervision of a cental agency did not have a curriculum for the infant/toddler program. Due to the growth of the agency and the anticipated growth of the Family Day care Home Network, there was a need for an established curriculum for infants and toddlers in the family day care homes to meet the increasing demand for quality child care.

The Training/Program Director of the social agency developed a school-age curriculum and was in the process of developing a preschool curriculum. The social agency provided care for preschool and school-age children in child care centers. The Director expressed a need for an infant/toddler curriculum that would reflect the philosophy of the agency.

An infant curriculum framework based on the philosophy of the agency was developed. Caregivers followed a prescribed program of activities that were age appropriate and developmental in nature. There was continuity among the infant/toddler, preschool and school-age curriculums as the child progressed through the program.

The mission of the agency was to achieve and maintain through a system of child care centers and homes a level of service of measurable quality which was responsive

to the needs of children and their families.

The agency program was a developmental child care community-based program. Programs were designed to meet children's emotional, physical, cognitive and social needs. The program policy was that every site must reflect a planned and scheduled developmental program based on the needs of each group being served in regard to health and safety, schedule of activities and the development of each child. The program procedure was that the developmental schedule of activities was achieved through the implementation of the agency curriculum. The integrity of the program and the goals and objectives of the agency were only fully realized when their was continuity among the planned curriculums for the infant/toddler, preschool and school-age programs.

Evidence of The Problem

Infant Stimulation Programs have become increasingly popular within the past few years. Due to the news media, parents have become more aware of the needs of young children. The publicity generated through concern over child abuse and neglect have made parents and professionals more aware of the difference between child care programs of quality and "babysitting" services.

During the past year, "Baby Fairs" were held at Mease Hospital in Dunnedin, Florida, Maas Brothers in Clearwater, Florida and All Children's Hospital in St. Petersburg, Florida.

The emphasis was on parent education in the areas of health and safety, nutrition and quality child care services available in the community.

Numerous workshops for parents were offered throughout the nation with the emphasis on understanding the needs of the infant and toddler. For example: Ain't Misbehavin'- Managing The Ups and Downs of Early Childhood was presented in May 1986 by The Child Development Unit of Children's Hospital Medical Center, Harvard Medical School under the direction of T. Berry Brazelton, M.D. Infant Stimulation; 1986 A Comprehensive Course of Study in Infant Growth, Development and Enhancement by Dr. Susan M. Ludington was presented in July 1986, in Florida. The Family Resource Coalition National Conference was offered in September 1986 in Chicago, Illinois.

The Pinellas County License Board for Children's Centers and Family Day Care Homes distributes a pamphlet to parents called Who's Taking Care of Your child? It is suggested in the pamphlet that parents look for the 4 P's (People, Policies, Places, Programs) when selecting child care services in the state of Florida.

The effort that professionals put forth in educating parents was in response to the parents' need to understand and provide better learning experiences for their children in the home and in the professional child care environment.

The caregiver who in reality was the "other mother" supervised the child for many hours during the day. She needed to know how to provide a stimulating environment that would help the child achieve his potential in each stage of development.

Miller (1984) stated that her motivation for writing Things to do with toddlers and twos was to help solve the problems and answer the requests from caregivers who needed help in providing stimulating activities for toddlers. She referred to children from 12 months to 3 years old as toddlers. The activities were geared to stimulate a child's natural curiosity and cognitive development. Caregivers were encouraged to surround the child with meaningful language while encouraging participation in activities that provided learning experiences.

Conger and Rose (1979) differentiated between custodial and developmental care for children. They stressed the need for qualified infant caregivers and a carefully planned schedule for each child. They stated that a child needed a healthy, safe, responsive environment. Caregivers should provide stimulation for the infant that is compatible with their growth stage. They suggested activities that promoted intellectual growth and physical, social and emotional development. The special needs of toddlers were addressed. They emphasized the need for developmentally appropriate language experiences and play

activities that promoted learning.

While preschool and school-age centers have been offering developmental programs for some time, Family Day Care Home Providers have been offering custodial care for infants and toddlers. A quality developmental program of activities in the home was a relatively new concept for many caregivers. Activities have been conducted in the past on an informal and spontaneous basis. The infants and toddlers needed a planned program of activities that were age-appropriate to achieve consistancy of development in the cognitive, social, physical and emotional domains.

Smith (1980) compiled a Home Caregiver Handbook for the Big Bend 4-C Council in Florida. A statement of infant and toddler program goals included opportunities for developing language, motor skills, sensory curiosity and cognitive processing for infants and growth in independence, refining language skills, self esteem and sensory, motor and intellectual development for toddlers.

The New York City Human Resources Administration's Agency for Child Development (1977) described planning activities for children in a unit located in The Trainer's Resource Manual. The objectives were stated as follows:

-To outline the major steps involved in the planning process.

-To select activities related to long and short-range goals for individual children.

-To outline the steps involved in the preparation of

specific activities

-To organize a daily schedule of activities that will meet the needs of individual children, the group and herself. (p.49)

The literature cited suggested some clearly defined goals, objectives and guidelines for developmental child care programs. The implication that the caregivers needed resource materials and the support of professionals in the field of Early Childhood Education and related fields was implicit in the printed materials and the concern of the organizations who sponsored training programs.

Through momitoring the Family Day Care Homes, the Site Manager and the Assistant Site Manager of the agency sponsored network, frequently observed good custodial care.

The caregivers however, lacked consistent planning of age appropriate developmental activities for the children. Even though they attended workshops sponsored by professional organizations within the county, they did not cross the bridge between theory and practice.

Causes of The Problem

Due to the numbers of parents who were working and/or attending school, there was an expanded need for infant/toddler child care services. The erosion of the extended family who were no longer available to provide "babysitting" services made alternative child care services a necessity. The news media have alerted parents to the dangers of child abuse and neglect. Early Childhood

specialists have made parents more aware of quality child care standards and the developmental needs of children. Parents were becoming more discerning in their selection of a caregiver and a suitable environment for their children.

Mason (1986) in an article in the St. Petersburg Times, stated that there were 21,207 preschool children on waiting lists for subsidized child care, in Florida.

> "A waiting list is a very dangerous place to be" says Jack Levine, executive director of the Florida Center for Children and Youth, a nonprofit child advocacy organization based in Tallahassee. "It has no toys, no carpet, no safe caring adult, no snacks. It's limbo." (Mason, 1986, p. 1D)

Levine pointed out that this was the first step in a failure syndrome. Children in this type of environment were not ready for school and were usually not promoted from kindergarten to first grade. Later on they dropped out of high school and had a higher risk of involvement in teen-age pregnancies, drug and alcohol abuse, deliquency and arrest. This vicious cycle will perpetuate itself if quality child care is not affordable and available to all children.

Quality child care not only includes good custodial care but a concern for the child's developmental growth as well. It is time for the caregiver to put down the mop, turn off the TV and remember that she is a professional who is responsible for helping children in her care to learn

by providing age appropriate learning experiences during the day. Household chores should be reserved for nap time. A Daily Schedule that includes activities for children will make the day go faster and provide a more stimulating environment for the children. Children quickly adjust to a routine. While they cannot tell time, they are aware of a series of events that take place during the day within the routine. A routine helps to provide them with a sense of security. A caregiver who is not ready to make the committment to change from custodian to Child Development Specialist is out of step with the demands of society to provide quality child care.

The State Department of Public Welfare & The Texas Department of Community Affairs (1976) suggested several goals in the Family Day Home Training Notebook. The daymothers should organize the total day program. They should provide a variety of experiences for the children based on their interests. The daymothers should learn basic planning principles and answer the questions: what, why, when, where, how and who when planning activities. When the daymother is planning activities she needs to define her role with the children. Outdoor as well as indoor activities should be planned by the daymother. The children should be included in the daily preparation for activities and in the clean-up after the activities have been completed. The daymother should praise the children's efforts and reinforce their sense of worth.

A changing society has created the need for new and better child care standards. Whether the child is cared for in a family day care home or a child care center, it is essential for caregivers to provide for all the child's needs in the physical, social, emotional and cognitive domains. It is the responsibility of the parents to select a quality child care setting for their child and the responsibility of the caregiver to be supportive of the parents and provide a nuturing environment for the children in her care.

Literature Review

Honig (1981) stated in the preface of Infant/Toddler Caregiving: An Annotated Bibliography:

> Within the past decade there has been a growing interest in educational and developmental care for infants and toddlers. This focus on developmental care for children under 36 months of age has been the result of a variety of factors, among them the greater numbers of teenage mothers who require special care for their infants, found to be at risk for developmental deficits. Another force behind this interest has been the growing contingent of working mothers demanding developmental as opposed to custodial care for their children. In addition, the failure of children to sustain often considerable gains made in preschool programs has led

> some investigators and child care providers to direct their attention toward even earlier inteventions, specifically toward program and research involving the infant/toddler group. (p.ix)

Caldwell (1983) in a paper presented at the annual meeting of the National Association for the Education of Young Children defined quality child care as follows:

> Professional child care is a comprehensive service to children and families which supplements the care children receive from their families. As a supplement to family care, professional child care is in no way a substitute for such care nor a competitor for the role of parents in the upbringing of their children. To some extent professional child care represents a version of the extended family, one which is compatible with and adapted to the social realities of the modern world. (p.5)

Johnson (1973) stated: "Every mother wants to see her child develop abilities so that he may have the very best chance in life. It is important, therefore that mothers and caregivers of children understand that Success Begins in the Cradle."(p.1)

Sylvia Johnson described learning as collecting information. The newborn begins to collect information about his environment when he draws his first breath.

Her curriculum for infants and toddlers is based on Piaget's Sensorimotor period. As the child progresses through the first two years of life he gathers information through the senses and by exploring his surroundings. Important learning experiences at this time involve activities that permit the child to more around, handle a variety of materials and understand that objects which are out of sight do not cease to exist. An understanding of the concept of object permanence will help the child to think and solve problems. An understanding of language will prepare the child to communicate his ideas effectively. Development of trust in the adults who guide his daily efforts to grow and learn will help him to achieve self-confidence, happiness and security.

Loveless and others (1981) stated:

> Learning activities are designed to enable trainees to demonstrate competence not only in facets of child care and development but also in specific skills which are necessary to provide a quality program for young children. Basic to the Oklahoma Child Development Associate curriculum is the idea that each individual has his/her own style of learning and each trainer has his/her own style of teaching. The material is designed to provide a foundation of knowledge in ten facets of child care and development. (p.6)

Loveless et al. (1981) stressed that activities should not only be well organized but require evaluation.

> Through the use of an activity card file system, the individual teacher can better organize his/her time to meet the individual needs of children. When the activity plans are written in a uniform fashion and kept in an organized manner, a volunteer, aide or substitute can become familiar with what is being done and be of assistance to the teacher. (p.9)

The following format was suggested for activity cards. The components should include: concepts or skills (goals), activity (title), learning center (place), grouping (size and age), objective (behavioral), materials (list of items needed), procedure (sequence of steps), other concepts or skills (developed by this activity), other activities (related to concept and skills). She made the following recommendations to be placed on the back of the card:

> A critique of the activity to determine if the objective (s) were accomplished. The recommendations would also include statements useful for future reference about how the activity would be improved, appropriateness for age level etc. (Loveless et al 1981, p.11)

Developmental skills included in the curriculum were fine motor, gross motor, social, emotional, cognitive, language and appreciation.

Caldwell & Richmond (1967) in a report on the progress of The Children's Center, a Microcosmic, Health, Education and Welfare Unit stated that:

> The most unique, the most ambitious and the most controversial aspect of the total children's center program involved the attempt to develop a logical and systematic educational program for children as young as six months. This attempt grew from the basic hypothesis that the first three years of life represent a critical period for the priming of cognitive development and that the experiences of this period exert a permanent influence upon the developing child. (p.17).

A framework was developed for the daily experiential program. The components were:

1. The development of a young child is fostered by a relatively small number of adults.
2. The development of a young child is fostered by the deliberate provision of a learning environment that is both stimulating and responsive.
3. The development of a young child is fostered by an optional level of need gratification.
4. The development of a young child is fostered by a positive emotional climate in which the child learns to trust others and himself.

5. The development of a young child is fostered by an environment containing a mimimum of unnecessary restrictions on his early exploratory attempts but a supply of natural restrictions that provide valuable feed-back data helpful in refining movement and action.
6. The development of a young child is fostered by the provision of rich and varied interpretable (via stable people and previous history) cultural experiences.
7. The development of a young child is fostered by a physical environment that separates figure from ground and contains modulated amounts and varieties of sensory experience.
8. The development of a young child is fostered by access to certain kinds of play materials.
9. The development of a young child is fostered by the introduction of new experiences that provide an appropriate match for the child's current level of cognitive organization. (Caldwell & Richmond, 1967 pp. 18-24)

The learning environment was described as including physical-spatial aspects of the child's world. The pace of activities should not be rushed. A child should be permitted to remain at a task until he shows signs of

losing interest. Materials that would encourage the development of eye-hand coordination, concept learning, language development and motor skills were recommended to help the child in the learning process.

> Recent studies have re-emphasized the importance of fostering maximum learning and development during the early years of life. The challenge to our society today is to provide facilities in which the capacities of these young children will be given optimal opportunity for development, this will require that these facilities be staffed by warm, knowledgeable people with a sincere interest in the well-being and potential of each child. (Milliken 1967, Introduction).

In a program designed to prepare personnel for group care of young children she included in a course outline entitled: Creative Activities for Young Children, the following activities: Art, Music, Storytelling, Block Building, Carpentry, Play Activities (indoor/outdoor), Exploring the World (science), Social Science (social responses, behavior), and Numbers.

Honig (1972) in a paper presented at an Infant Curriculum Conference stated that:

> The Family Development Research Program represents a more extensive effort to offer each child in the program chances for sustained loving and learning experiences and successes from earliest infancy.

> The goals of this effort involve both the infants and their families. The design and maintenance of the optimal environments which nourish an infant's development at different stages of his growth remains a primary goal. Staff training and monitoring of personnel effectiveness in relation to program goals are important components of the infant program. Developement of techniques for embedding the provision of infant learning experiences and language lessons in the daily routines of caregiving and nuture is another fundamental goal. Since parents are the primary caregivers and teachers of their infants it is imperative to support and strengthen their abilities, potency and pleasure in this role. Effectiveness in carrying out this goal in the long run may contribute more to a child's flourishing than any particular curriculum perscriptions or dosages which can be offered daily in a day care program. (pp. 2-3)

The ratio of infants to adults in the Children's Center is one adult to four infants. Infants 6-15 months attend either the morning or afternoon program. Each infant is assigned to a specific caregiver in the Infant Fold. The infant has a special person who feeds him, comforts

him, provides language experiences and plays learning games with him. Infants are fed in the classroom and sleep in the classroom. The curriculum in the Infant Fold is influenced by Erikson and Piaget and is rich in language development. Stimulation materials may be ordered from catalogues or home-made by caregivers who are encouraged to use their imagination and ingenuity in creating learning aids. The rooms are designed to nuture sensorimotor activities and exploration. Low shelves hold toys easily reached by creepers or toddlers who are free to make their own selection. Mobiles hang near the diapering tables and mirrors are at floor level for visual and tactual exploration. Divider screens, area rugs and furniture arrangements define activity areas.

> Babies from 15-18 months are in a special group where a more enriched and varied program of activities can be offered beyond the predominately sensorimotor activities of the Infant Fold. Infants who have only recently begun to develop skills in locomotion, self-feeding, or coping with large spatial areas and a great deal of freedom of choice, can develop here assurance, experience and competence to deal with the family-style world of the older toddlers. (Honig 1972 p.6)

While the 15-18 month old babies are in a transition group the 18-36 month old infant program is similiar to the

British Open School in philosophy and structure. It is a "family style" program. Children of different ages gather together daily just as they would do in a home where a large family lived. They have freedom of access to many classrooms during the day and may choose activities that are of interest to them.

There are four major environmental areas open to infants. The large muscle area has mats, blocks, cardboard boxes, a slide and rocking boat. The small muscle area has pegboards, puzzles, stringing beads etc. The sense experience area has textured materials, rhythm instruments, a reading corner, taste sampling, goldfish and terraria. The expressive area and snack area have painting easels, a housekeeping corner, a dress-up corner, tables for clay work or plastic arts, water play tables, sand or sawdust box, and a table set for morning and afternoon snacks.

The Family Development Research Program Infant Curriculum has the following components:

1. Development of prehension skills
2. Development of object permanence
3. Development of means for achieving desired environmental ends.
4. Development of new schemes in relation to objects.
5. Development of causality (understanding the distinction between act and external result)

6. Development of achievement of the construction of the object in space (conceiving of a single objective space within which all objects are contained and interrelated)
7. Development of gestural imitation
8. Development of verbal learning
9. Physical development and exercise.
10. Development of sense organs (Honig 1972 pp.12-15)

Lally and Honig (1977) made the following statement about their infant program:

> Our program for infants was based on a conscious integration of the ideas of Jean Piaget and Erik Erikson. Piaget's work adds depth and perspective to Erikson's (1950) theory of psychosocial growth. The two theories are amazingly compatible. Their stages account for the same periods of time, and in both theories the impetus for movement from one stage to the next is both biological and cultural. As in any developmental theory, one stage builds on its predecessor and early stages are not passed through and forgotten forever. In both theories, early stages are integrated into future stages and basic conflicts (Erikson) and basic cognitive processes and achievements (Piaget) are experienced and refined throughout life. (p.4)

Dittman (1972) suggested the following content as a minimum training requirement for caregivers:

> The suggested guides for training personnel who need 64 classroom hours in early childhood education are divided into the following sections: (1) points to consider when planning training (2) interpretation of the regulations and (3) curriculum guides for training. The curriculum guides consist of:(1) program for the children--play and related activities, routines and schedules, teacher-child-parent relationships; (2) areas child care personnel need to understand about preschool children--normal growth and development, self-concept, normal behavior and misbehavior, relationships with others, meaning of play, how young children learn, furnishing materials for play, adult role in play experiences, scheduling day, arranging indoor and outdoor play areas, meals, staff relationships. (abstract)

Thielges & Anderson (1975) stated: "The first years of life set the foundations for the development of physical coordination, self-concept, language, initiative, trust, social contact, intellectual processes and the motivation to learn. Small children learn more readily if they are encouraged in their activities." (p. 127)

They developed a Curriculum Guide for Inservice Education of Group Day Care and Nursery School Personnel. Each course outline presented a list of learning experiences and resources for these experiences which the instructor could use to meet the needs of his students.

Chaklos (1981) developed the Usafe Child Care Training Guide and suggested the following goals for infant day care. Infant day care should provide:

-Quality care.

-An environment which provides for the infant's social, emotional, physical and mental needs. (p.113)

She also listed parent expectations for a quality child care program. They included:

- A place where babies can develop a sense of belonging and be accepted by caregivers.
- A place where babies develop a sense of trust for the adults who care for them.
- A place where babies enjoy being with adults and other babies.
- A place to stimulate the babies' curiosity and provide interesting toys and other items.
- A place where babies feel important and loved because the caregivers spend time to talk, hold, play and tend to the basic needs of the child. (p.113)

Almy (1982) stated in a Resource Report entitled: Applying Piaget's Theory in the Early Childhood Classroom, the following goal:

> Piaget once stated that he believed the ultimate goal of education should be the development of people "who are creative, inventive, and discoverers." The overarching goal for the preschool curriculum that is based on Piaget's theory is to support the development of each child's intelligence, or knowledge. The goal is not to speed up development, but to insure that each child has opportunities to use his or her intelligence as fully as possible at each level of development. (p.3)

Katz (1982) stated in a Resource Report entitled: Planning Programs for Young Children: What Should Early Childhood Education be About? the following goals for program planning:

> There are many different ways to talk about the goals of education. We can think of them in terms of the long or short range of broad cultural values, and in terms of the next level of schooling, for example. All of these approaches can help orient the planning process. However, in order to get down to the specifics, it is useful to think in terms of three groups of goals to plan for: the dispositions, skills, and knowledge we want early childhood programs to be about. (p.1)

Foster (1981) described interest centers in a Resource Report entitled: Using Interest Centers in the Classroom:

> Interest centers-sometimes called learning centers-are used in classrooms to stimulate children to explore and to learn about a variety of things. A small number of children (usually one to five) work at an interest center at the same time. Sometimes children work at an interest center by themselves. At other times an adult works with children to help them learn certain things. Interest centers that are appealing and challenging can provide an enrichment program that will help children grow and develop.(p.1)

Examples of interest centers included a construction center, a library center, multisensory center, art center, dramatic center, motor development center, exploration center, game center and cooking center. The author differentiated between long and short term centers. Long term centers may be in the classroom for weeks or months, while short term centers such as a sand table or water table may be in the classroom for a short duration.

Mc Afee (1981) in a Resource Report entitled: Promoting Preschoolers' Language Development stated:

> In preschool learning centers, many things can be done to foster children's language development. Most of these can be grouped into four general approaches:

1. Be a model for the kind of language you want the children to use.
2. Listen and respond to what children are trying to communicate.
3. Take advantage of opportunities for language development that arise during ongoing classroom activities.
4. Plan and implement specific language development activities. (pp.1-2)

Gerhardt (1982) stated in a Resource Report entitled: Functional Movement in the Nursery School and Kindergarten:

> Those who work with young children recognize the need for guided experiences in functional movement just as they provide guided experiences in language, math, music, and art. Functional movement is human movement that is directed toward a practical or external purpose. It includes movement in relation to the ground, movement in relation to apparatus, and movement in which children develop skillfulness in propelling, guiding, and striking objects with body parts or tools such as bats, paddles, bean bags, and ropes. (p.1)

She feels that a child who has confidence in his body has confidence in himself. Children also build concepts of space and time as they experiment with movement and use language to define their movements.

Brown (1983) stated in an article entitled Helping Children Become Curious,

> Children can express their curiosity in many different ways. As they grow older and know more about themselves, other people, and the world around them, their methods of exploration change. Babies watch, listen, smell and touch and taste any object within their reach. Older children may take things apart and ask lots of questions. Children who can read may seek answers in books or through planned scientific experiments. Much of what adults view as play is children learning through curiosity. (p.1)

Some of the ways that Jan Brown encourages more curiosity include providing a rich variety of objects to explore, taking advantage of everyday happenings, visiting museums, farms, factories and places of natural beauty, selecting toys that offer variety, helping children feel comfortable with children of various ethnic groups and life-styles, ensuring that your children experience success, encouraging questions and being curious yourself.

Summary Of The Literature Review

In the literature review, many of the Child Care Professionals agreed that both custodial and developmental care were necessary for the well-being of the child.

Johnson (1973) described learning as collecting information and supported the Piaget approach to designing a curriculum for infants and toddlers. Her curriculum for infants and toddlers was based on Piaget's sensorimotor period.

Caldwell and Richmond (1967) stated:

> This point has been repeatedly emphasized by Hunt (1964) as crucial for helping a child to move forward in his conceptional development. Learning experiences must not remain at the same level, nor can they afford to be too far ahead of the child's current cognitive organization. They must be just enough ahead to motivate him but not so far ahead as to be out of his reach. (p.24)

Loveless (1981) stated that activities should be well organized and evaluated. She suggested the use of activity cards and a format for organizing the material on the cards. She pointed out that activity cards were not only helpful to the caregiver but to the substitute as well.

Caldwell (1983) stated that professional child care is a version of the extended family and in no way

a substitute for parental care but a comprehensive service to children and families which supplements the care children receive at home.

The State Department of Public Welfare and The Texas Department of Community Affairs (1976) suggested that the daymother plan activities for the children, define her role and learn basic planning principles. Both indoor and outdoor activities should be planned, the children should be included in the preparation and clean-up and the caregiver should praise children for their efforts and reinforce their sense of worth.

Smith (1980) compiled a Home Caregiver Handbook which included a statement of infant/toddler goals, and opportunities for developing language, motor skills, sensory curiosity and cognitive processing for infants and growth in independence, refining language skills, self-esteem and sensory, motor and intellectual development for toddlers.

The New York City Human Resources Administration's Agency for Child Development (1977) suggested objectives that included selecting activities relating to the long and short range goals for individual children; and a daily schedule of activities that met the needs of individual children, the group and the caregiver.

Conger and Rose (1979) stressed the need for qualified infant caregivers and a carefully planned schedule for each child. They stated that caregivers should not only

provide a healthy, safe and responsible environment but stimulation for the infant that is compatible with his growth stage.

Honig (1981) stated that there has been a growing interest in developmental care for infants during the past decade. She also pointed out that the failure of children to sustain gains made in preschool has led some child care personnel to focus their attention toward earlier intevention involving program and research for the infant/toddler group.

Miller 1984) encouraged caregivers to surround the children with meaningful language and participate in age appropriate activities that provided learning experiences.

Milliken (1967) re-emphasized the importance of providing facilities where the capacities of young children would be given an opportunity for maximum development.

Lally & Honig (1977) based their infant program on an integration of the ideas of Erik Erikson and Jean Piaget. They pointed out that the impetus for movement from one stage to the next in both theories is biological and cultural,early stages are integrated into future stages and basic conflicts and basic cognitive processes are experienced and refined throughout life.

Dittman (1972) suggested curriculum content for the training of caregivers who plan to work with young

children.

Thielges & Anderson (1975) developed a Curriculum Guide for Inservice Education of group day care and nursery school personnel. The course outline presented a list of learning experiences and resources for these experiences.

Chaklos (1981) developed the Usafe Child Care Training Guide and suggested goals for infant day care and listed parent expectations for quality caregiving.

Almy (1982) discussed the application of Piaget's theory in the early childhood classroom and stated the goal for preschool curriculum based on Piaget's theory was to support each child in the development of his intellegence.

Katz (1982) discussed planning programs for young children in terms of goals concerning dispositions, skills, and knowledge when we consider what early childhood education should be about.

Foster (1981) discussed the advantages of using interest centers in the classroom and suggested several appropriate long and short term centers for the classroom.

McAfee (1981) stated that language development can be fostered in interest center in the classroom and suggested four general approaches to helping children improve their language skills.

Gerhardt (1982) recognized the importance of incorporating functional movement in the preschool curriculum and stated that it would help children build

concepts of space and time as they experiment with movement and use language to define their movements,

Brown (1983) suggested ways that would encourage children to develop curiosity as they learn more about themselves, other people and the world around them.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expections

The goal of this practicum was to help each child achieve his potential by creating a learning environment that would provide him with age appropriate challenging tasks. The infant/toddler program would provide each child with a healthy and safe environemnt; provide developemntal activities that would help each child grow and learn; meet the child's daily custodial needs; and be supportive to the parents who would be sharing the rearing of the child with the cargiver.

The objectives were:

- to help the child achieve self-identity and self-esteem.
- to provide the child with an outlet for creative expression.
- to design learning experiences that would help the child process information.
- to create a social environment where a child may interact with other children.
- to provide and sequence experiences that would help the child to develop fine and gross motor skills.
- to offer the child opportunities to engage in self-selected activities.

Behavior Expected

In designing a quality developmental program the following questions were considered:

What type of program was going to meet the needs of the children?

What type of program was practical in a home setting?

How would the caregiver implement the program?

While a program for infants and toddlers should provide a daily schedule or routine to enhance feelings of security and planned activities that would foster growth and learning, flexibility within the schedule is necessary to meet the physiological needs of young children. Responsible custodial care must always complement a quality developmental program.

A home is a unique setting for a child care facility. Each home reflects the personalities of the caregiver and her family. Family members may be present at different times of the day and interact with the children. The phone may ring, a serviceman may respond to a call, deliveries may be made and friends or relatives may arrive for a visit. A substitute may care for the children while the caregiver performs an errand.

A small number of children are cared for in the home in contrast to the large numbers present in a center. They are usually different ages. Young infants may sleep most of the day while toddlers are full of energy and ready to

explore. Toileting and feeding the children also requires time and preparation. It is easy for the caregiver to place some toys in front of the TV, turn it on and let it become the "babysitter" while she changes a diaper, prepares meals, does her household chores or visits with friends or relatives.

An effective program and quality care require efficient time management by the caregiver. A controlled environment is also necessary to establish a daily routine. Successful learning experiences for the children will only occur if they receive the undivided attention of the caregiver who has planned age appropriate activities for them. A balance of indoor, outdoor, structured and unstructured activities offer an opportunity to participate in a variety of daily events.

To successfully implement a quality child care program, the caregiver must adopt a professional attitude. Her business hours should be clearly defined for parents, friends and relatives. During business hours, time should be managed effectively to provide a well-integrated program of child care for her clients and their children. Interruptions should be kept to a minimum. Personal business and household chores should be conducted during "nap time". Children's TV viewing should be limited to age appropriate programs that provide a learning experience. Adult TV viewing and entertaining guests should be deferred to the caregiver's leisure hours. Telephone lines should

be kept open in the event a parent needs to communicate with the caregiver.

Mechanism for Recording Unexpected Events

A significant event that occurred during this practicum was the loss of funding for the Family Day Care Home Network. The Department of Health and Rehabilitative Services who administers Title XX Funds and disperses them throughout this district awarded the contract for infant/ toddler care to another agency. As a result the Site Manager and staff were no longer needed by the Central Agency to manage the program.

The Site Manager accepted the position of Center Director for a preschool located in the county.

The Family Day care Home Staff did have an opportunity to implement some of the planned activities in the homes prior to this event. The pre-implementation occurred on three separate occasions. The Site Manager and her assistant visited each caregiver to explain the guidelines for conducting age appropriate activities for the children. On a subsequent visit they each role-modeled the implementation of the activities with the children. Later, they visited each caregiver to observe and evaluate her as she implemented the activities with the children. All the activities were typed on activity cards and given to the caregivers to file. All the equipment and materials necessary to implement the activities were either made or purchased for the caregivers by the Family Day care Home

Staff. Five activities were presented for infants and five activities demonstrated for toddlers in each home. The caregivers responded positively to working with the children on the developmental level.

There were twenty-six caregivers in the network who participated in this program. Approximately three hours were spent in each home by the trainers. A total of seventy-six hours was devoted to training the caregivers in the network to plan and implement age appropriate activities for infants and toddlers. (Appendix A)

Evaluation Instruments

The pre-implementation phase of the program presentation was observed and evaluated in six homes by the Area Supervisor and the Program/Training Director of the Direct Services Division of the Central Agency. The program was previously approved in theory and approved in practice after the observation period ended.

A monitoring form for program was developed by the Program/Training Director and used by the Site Manager and her assistant to record the progress of the caregivers as they implemented the activities with the children in the homes. The caregivers were observed once a month during the scheduled monitoring visit and rated on the monitoring form for program. New activities were presented to the caregivers during the scheduled monthly training session and they were encouraged to practice implementing them with the children prior to the next monitoring visit. (Appendix B)

The following items were judged when the caregiver was monitored for competence in the program area. They were:

Did the caregiver follow the schedule?

Were the materials needed for the activity prepared in advance?

Did the caregiver provide appropriate choices of activities for infants and toddlers?

Was positive discipline observed?

Was the caregiver accountable for safety?

The monitor also observed how well the caregiver interacted with the children during the activity, how transitions from one activity to another were achieved and whether of not the toddlers were encouraged to help clean-up after the activity.

A verbal as well as a written evaluation was given to the caregivers by the monitor. Time was allotted for the caregiver to share her concerns and feelings about the learning experience with the monitor. Feedback from the monitor helped the caregiver overcome problems she encountered implementing the activity. The monitor was supportive of the caregiver and provided positive reinforcement for the tasks she had helped the children master.

A chart listing the tasks to be mastered in the cognitive, social/emotional and physical domains by the children was developed for the caregivers. Parents

would be able to view the progress their children made over a period of time. The chart listed age appropriate developmental tasks that related to the activities planned for the children by the caregiver.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

A developmentally oriented curriculum guideline was designed that met the needs of the children in the child care setting. The caregiver needed help in preparing age appropriate activities. A set of activity cards were designed by the specialist and given to the caregiver to use as a reference on site. These activities were designed to meet the special needs of the children in her care. The child population in each home was unique. There were children of different ages and different ethnic backgrounds who had different life experiences and different abilities. The caregiver also needed help in making or acquiring the equipment and materials needed to conduct the activities. A trainer was needed to role-model the activities for the caregiver so that she would learn to implement them successfully. Objective evaluation of the activity program was necessary to help the caregiver acquire the skills that she needed to help children grow and learn.

The developmental needs of the infants and toddlers in the home were assessed by the caregiver, parent and child care specialist when the child was enrolled in the home. A developmental check list was designed by the Site Manager to be included in the enrollment packet. (Appendix C) A developmental chart to assess the growth of the child was designed by the Site Manager and would serve as a guideline

for caregivers when they planned age appropriate activities. (Appendix D)

The development of an infant/toddler framework was not only essential to an integrated infant/toddler curriculum but also essential as a foundation for the preschool and school-age curriculums. The school-age curriculum was developed by the Program/Training Director of the Direct Services Division of the agency and based on the guidelines set up by the Support Services Director of the Central Agency. The Program/Training Director was in the process of developing a preschool curriculum when she recognized the need for an infant/toddler curriculum that would be compatible with the agency guidelines for curriculum development. The Infant/Toddler Framework was based on the following components which were also common to the preschool and school-age curriculums. They were:

- self-identity and self-worth
- socialization
- recreational pursuits
- creative expression
- cognitive processing
- motor competency

The Infant/Toddler Curriculum Framework related Competency Areas and Competency Examples to the Curriculum Components. (Appendix E)

"Activities Around The Clock" was a concept that grew out of the development of the Infant/Toddler Framework. Achieving a sense of self, socializing with others, developing physically, discovering the world through exploring space and the objects within it, expressing thoughts and feelings through imaginative play and enjoying spontaneous and planned recreational activities comprised the Curriculum Components for children of all ages within the program. The activities related to the Curriculum Components helped the child achieve the skills mentioned in the Competency Areas which were different for children in different age groups. The skills were achieved when the child reached a stage of development in which he was physically, cognitively and socially receptive toward developing them. Age appropriate activities, a stimulating environment and the guidance of a knowledgeable caregiver helped him grow and learn. A Developmental Check List provided Competency Examples for children of different ages.

Learning is a continuing process that takes place during the child's waking hours. There were many opportunities to learn about the world around him through interacting with his environment. The children in the Family Day Care Homes participated in many events during the day that provided opportunities to master skills in the cognitive, physical and social component areas. As the hands moved around the clock the caregiver guided the children through the

"Circle Time Curriculum".

Description and Justification for Solution Selected

Activities Around The Clock included the following events:

Receiving Activities

Toileting Activities

Feeding Activities

Transition Activities

Indoor Group activities

Indoor Guided Choice Activities

Outdoor Group Activities

Outdoor Guided Choice Activities

Nap Time Preparation Activities

Dismissal Activities

Activities for infants and toddlers should be integrated with their daily schedule. (Appendix F) Developmentally appropriate activities may take place at all times within the schedule. Let us assume that the hours of care are from 7:30 A.M.-5:30 P.M. When the child arrives in the morning, he may begin his day with self-selected activities. If adequate supervision is available the activities may take place either indoors or outdoors. Indoor activities for the children may include watching an early morning child-oriented TV Show, playing with age appripriate toys, looking at picture books, listening to music or a story on tape, drawing and coloring and other non-directed activities. A very young infant may

simply need additional sleep.

Outdoor activities may include using playground equipment, sand and water play, bouncing a ball, using riding toys and other non-directed activities. Toddlers who have not mastered the skill of walking may be placed in walkers. Infants may be placed in infant swings, carriages or playpens.

The children should be given freedom of choice when participating in Receiving Activities. Given the freedom of locomotion, exploration and touching objects will help the children to develop a sense of independence and automony because "they can make choices". Caregivers usually receive children indoors but if the weather permits, receiving children outdoors is a refreshing change. Changing the environment will give the children an opportunity for variety when engaging in Receiving Activities during the week.

After all the children have arrived Toileting Activities may follow Receiving Activities. While this activity has been classified as meeting the children's custodial needs, it may also provide an opportunity for developmental growth. Infants need to develop a sense of trust. When caregivers respond to the physical needs of the infant they feel "I'm all right". Changing and bathing the baby will allow him to be touched in a loving and caring manner.

Barnard & Brazelton (1983) share the following views on the importance of touch:

> We know too that touch is a form of communication which is direct and wordless. It promotes emotional health which has the strongest effects on physical health, social development and intellectual growth. Touch enhances the ability of premature infants to survive and it establishes that unique mother/child bond which is so necessary for a child's survival. If touch is a gateway to the heart, it is also a door to the mind. Infants learn a great deal from touch, not only about objects and the qualities of objects like hard and soft, but also about themselves. It helps them to learn where they leave off and something else begins. (p.19)

There are many opportunities in toileting such as dressing and undressing, sitting on the toilet and flushing the toilet, turning on and off the faucet and grasping the soap during hand washing that help to develop fine and gross motor skills and eye-hand coordination. Make a game of it. Sing songs and chant rhymes about toileting activities, but most of all "let them do it themselves." Toileting activities provide children with the opportunity to develop self-help skills.

Children may enjoy singing the following song during hand washing to the tune of:"Here We Go Round The Mulberry Bush"

This is the way we wash our hands
wash our hands, wash our hands
This is the way we wash our hands
with soap and water daily.
This is the way we dry our hands
dry our hands, dry our hands
This is the way we dry our hands
with a fluffy terry daily.

A natural step in development is the child's control of his bladder and bowels. When a child indicates that he is ready to begin toilet training, the caregiver should encourage him to use the toilet. Some children have a bowel movement about the same time each day, usually after eating. If they are placed on the toilet at this time, a soiled diaper may be avoided. If the child objects to being placed on the toilet, the practice should be discontinued for awhile before trying again.

A child gradually becomes aware of a feeling of fullness in his bowel and learns that he can help the movement by pushing or contracting his muscles. Bladder control usually takes longer than bowel control. A child eventually becomes aware of a fullness in his bladder and gains control over holding and letting go.

A warm friendly approach by the caregiver will let the child know that she doesn't expect immediate results when she encourages him to use the toilet. Children are beginning to develop feelings of independence at this time

and under excessive pressure they may resist strongly to maintain their independence.

After toileting when breakfast is served, there is an opportunity for a variety of developmental activities. Finger foods will enable infants from seven to twelve months to feed themselves and refine their small motor skills and eye-hand coordination. Children also like to put their spoons in their cups. This helps them develop the concept of smaller and larger. Putting one thing inside another is appealing at this age. Toddlers at eighteen months can eat with a spoon and try a folk. At two years old, they can handle a spoon and folk well. Encourage them to do these things even if it takes more time and they make a mess. Many times when children drink from a cup they spill their milk or juice over the table. As the caregiver wipes up the spills. she should remember that practice makes perfect and encourage the child to master the skills of grasping, holding and lifting the cup to his mouth, drinking from the cup, putting it down and letting it go. Punishment should never be associated with eating.

Breakfast is the first meal of the day and should be a pleasurable experience that sets the tone for the day. Children do not like to wait to be served. Meals should be ready and set in front of the children when they arrive at the table. Differences in color, texture and size are observed and experienced by the child as he sees and tastes the food on his plate and drinks the liquid in

his glass. Differences in weight are also experienced when he lifts a glass full of milk and picks up a small grape from his plate with his fingers.

Eating is a social experience and conversation should be encouraged at the table. New words may be added to a child's vocabulary as he learns the names of new foods. Children should be encouraged to try new foods but never forced to clean their plates. The caregiver should let the children help her clear the table. An eighteen month old likes to hand his dish to the caregiver when he is finished. A two year old enjoys cleaning the table top with a sponge. Lunch and snack time offer additional opportunities to reinforce self-help skills at mealtimes and enjoy a rewarding social experience.

Feeding time for infants who are fed from a bottle is cuddling time. Burp the baby before and after feedings. Hold the baby upright against the shoulder and give him a few gentle pats on the back. Always support the baby's head.

It is diffficult to move a group of young children from one activity to another. If you have a daily routine set up however, they will be more amenable to follow it. Young children can't tell time but they do know what comes next in a series of events during the day. A transition from one activity to another should be fun. For example: a simple song sung at snack time accompanied

by creative movement will help the children achieve an orderly transition from an activity to the snack table. Sing the following lyrics to the tune of:"Mary Had a Little Lamb".

Hippity Hoppity Bunny Ben
Bunny Ben, Bunny Ben
Hippity Hoppity Bunny Ben
It's time for snack again.

It is important to establish a consistent routine when moving from one activity to another.

After breakfast, a circle time activity is a good choice. If each child is given a mat to sit on, he will be more inclined to stay in place. Welcome songs, or songs that emphasize togetherness or identify children by name will help the children feel welcome. Finger plays, simple games, pulling objects out of a "Feely Box" are simply a few suggestions for this activity. If the child becomes bored and doesn't wish to be part of the circle, let him move away and choose an alternative activity that he can enjoy by himself. Books, blocks, legos, puzzles, a doll house, farm animals, trucks and cars are a few items that may be made available to the child who doesn't want to participate in a group activity. Children should be encouraged to participate however, because it is important for them to develop self-discipline and learn to cooperate and socialize with their peers. All group activities and self-selected activities should be

of short duration. Remember that toddlers have a short attention span and do not maintain interest in an activity for a long period of time. Infants may be placed in an infant seat and join the circle. While they may not be able to participate in the activity, they will enjoy watching the other children play and learn. (Appendix G)

Following Circle Time, children may participate in Indoor Guided Choice Activities. These activities are planned age appropriate developmental skill building experiences that the children participate in on a daily basis. The program should be rich in language development, perceptual, motor, conceptual skill development and social development. Children learn through play. Opportunities to engage in imaginative play should be included in the daily schedule. Toddlers from fifteen months to three years will benefit from a program that will help them achieve developmentally appropriate skills.

Schickedanz, Schickedanz and Forsyth (1982) described activities that promoted skill development for infants based on Piaget's sensorimotor stages. Infants develop prehension skills by reaching for toys, shaking and grasping them. They develop verbal learning by imitating baby sounds, familiar sounds and labeling objects, people, feelings and places. Infants learn through their senses by exploring their surroundings and touching objects. They develop gestural

imitation by imitating familiar visible gestures such as an eye wink or pat-a-cake. Infants learn to understand the distinction between an act such as ringing a bell and the external result, that the bell makes a sound. They develop a means for reaching a desired end such as using a string to obtain a toy tied to the string. Infants learn that objects out of sight do not cease to exist by playing games such as Peek-a-Boo. Infants develop their sense organs by listening to sounds (music boxes, rattles), tasting new foods and feeling new textures. They need exercise to develop physically. Activities such as stretching and flexing legs, bouncing the body to music and bending to pick up objects are helpful in achieving physical development. Infants develop new schemes in relation to objects such as drinking from a cup or stretching an elastic band. They develop an understanding of space within which all objects are contained by creeping around a barrier to retrieve a toy or finding a toy by its' sound.

Segal (1981) follows a baby through the first year of life and provides developmentally appropriate activities for the caregiver to share with the baby. She stresses the importance of encouraging communication between the baby and other people by stimulating the body, senses and mind. She offers suggestions for making age appropriate toys to the caregivers and provides a developmental check list so that the caregiver can write down the age of the baby when he/she masters certain skills.

Activities for one and two year olds are centered around self awareness and the development of automony, discoveries and achievements, imagination and problem solving. Activities for two to three year olds encourage exploration, imaginative play and learning through language. She advises the parents of the child that no baby should be expected to fit into a mold or be described as a typical youngster.

> It may be that your baby is doing some things that we describe as being typical of one age range and some things that are typical of another age range. Each baby has his own time table and his own unique pattern, and only you can be an expert on your baby. (Segal 1981, p.2)

Caregivers should also be aware of the uniqueness of each child and avoid comparing the achievements of one child with another. Each child should be encouraged to grow and learn at his own rate of speed and his achievements reinforced with liberal praise. The development of self-esteem is an important step toward achieving a healthy self-image.

When the caregiver plans Indoor Guided Choice Activities, she should plan a variety of choices for children of different ages. She may have an infant and three toddlers in her home. Therefore she should provide activities that will meet the needs of each child. Infants, of course, have sleep wake cycles and are most receptive to learning

new things in the period of alert inactivity. The caregiver should plan to teach them when they are ready to learn. The toddlers make take part in activities at the same time but may choose different activities.

It is suggested that the caregiver select an area in the home where activities will take place. She should define space for activities that will take place on the floor. A small table and chairs may be used for drawing, coloring or clay modeling. She should be creative and use the furnishings that are available in the environment effectively. Materials should be pre-set in the defined space. There should be enough materials for each activity so that more than one child can participate in the activity at the same time. The caregiver should encourage the children to move into the area and select an activity that appeals to each of them. The caregiver should act as a facilitator and interact with each child. She should not become impatient however, and help a child accomplish a task quickly that the child is slowly attempting to master himself. When a child becomes frustrated and cannot accomplish the task, he may ask for help. The caregiver should help the child when he requests her help. Children who do not master a task they are working on today, may do so another day. The same activities should be set-up each day during the week and then introduced periodically in the weeks to follow along with new activities. This will

give the children an opportunity to try all the activities and practice the skills they have learned. Children should be encouraged to clean-up after activities and put away the toys or materials they were using. (Appendix H)

Outdoor Group Activities may consist of games such as Ring Around The Rosie, Follow The Leader, and games played with a parachute, jump rope or ball. These are organized games played with a group of children. Children are given directions and asked to follow them. They also learn to take turns and share a group experience at play. Toddlers who have mastered the skill of walking have an opportunity to practice the skills of running, jumping, catching and throwing, bending, lifting and other locomotor, nonlocomotor and projection and reception skills.

> At Michigan State University Drs. Vern Seefelt and John Haubenstricker have engaged in a longitudinal research program designed to examine small children's physical growth, motor maturity and motor development. The research team observes the same children every month over a period of years, and they are finding that "rudimentary stages of the fundamental motor skills which include walking, running, hopping, jumping, skipping leaping, throwing, catching etc. must be established very early in life if a child is to advance to more mature stages."[3] (Hilderbrand, 1976, p. 110)

Outdoor Group Activities must be dealt with in a very sensitive manner by the caregiver because children of the same age and children of different ages may not all be equal in the development of the skills required to successfully take part in a planned activity. The caregiver should keep in mind that the purpose of the activity is to help each child practice the level of skills he has developed and to enjoy playing the game. (Appendix I)

Outdoor Guided Choice Activities may include a variety of choices for children. Playground equipment is very sophisticated today. For example: tents, rope ladders, tree houses, tire swings, wheel toys, rocking-boat-type equipment, slides and monkey-bars may be found in the playgrounds of children's centers and parks. If the caregiver lives near a park she may have access to some of this equipment but the average back yard may not have playground equipment at all. A trip to the Flea Market may provide the caregiver with inexpensive riding toys or a used Outdoor Play Gym. A felled tree properly balanced is a natural invitation for the young child to climb. A whiffle ball tied to a tree limb with a string will give a young child supplied with a bat a chance to hit the ball. With a little imagination a play area with enough activities to provide the children with choices in a half hour play period can be designed and constructed in a caregiver's yard. (Appendix J)

Adequate supervision is essential on the playground. The safety of the children is of paramount importance. Children should not be inhibited from attempting to realize the use of their maximum motor skills but a limit should be placed on the child who attempts to exceed them by showing off or becoming overly aggressive toward another child. Children should have freedom of choice in the selection of outdoor play equipment. If playground equipment is limited however, the caregiver may have to impose a time limit, in order to give each child a turn.

After lunch, infants and toddlers are usually ready to take a nap. Nap Time Preparation Activities usually include undressing, using the toilet, washing face and hands and lying down on a bed or cot. A favorite teddy or doll, pillow or blanket will help the children feel secure during nap time. The caregiver should provide each child with a clean sheet on his bed or cot. Preparing for nap time helps the child practice motor skills and problem solving techniques. Imagination is exercized as the children fall asleep to music or follow a story taped or read to them by the caregiver. Back rubbing is also a soothing technique to help the fretful child fall asleep.

Dismissal Activities signal the end of the day. Children look forward to greeting their parent or parents when they come to bring them home. Gathering their personal things and putting them in a duffel bag ahead of time is not only a learning experience but eliminates looking for a lost

sock when a parent is waiting at the door. Art projects the children have made should also be gathered together and placed in their duffel bags. Faces and hands should be washed and hair combed so that the children will look presentable when the parents arrive. A special activity should be planned for the end of the day so that the day ends on a happy note. The caregiver may teach them a song, tell a special story, play a game, or tune into a special television program for children. When the parent arrives the caregiver should say something positive about each child, give the child a hug and let him know that she is looking forward to welcoming him tomorrow.

In the morning, when the child arrives, it is important to greet the child and make him welcome. In the evening, when the parent arrives, it is important to greet the parent. Let the parent know that both you and the child are glad to see him/her. The parent and the caregiver are partners in rearing the child. Answer questions the parent may ask in a professional and positive manner. The parent may also express opinions and feelings about the child's special needs. Assure the parent that his/her imput is important and that you will respect his/her wishes. If you are not in agreement with the parent, suggest a conference so that both of you can discuss the child's special needs when you have more time to work out a mutual solution.

Honig (1972) described the qualifications that she felt were important for center personnel whether or not they

were non-high school graduates or had a master's degree in Early Childhood Education. They were:

> Prime requesites for center personnal include warmth, patience, willingness to accept program philosophy and goals, and willingness to learn how to work toward these goals with the sensitivity to individual infant capabilities, needs and learning styles. (P. 8)

Chaklas (1981) expressed her concept of a caregiver when she said:

> Between the innocense of infancy and the dignity of middle childhood, our children fall under the influence of a group of people called child caregivers. Child caregivers come in assorted sizes, weights and colors. They have various interests, hobbies, religions and beliefs. Regardless of their individual differences, they all share one creed: To help each child reach the highest possible degree of personal development. A child caregiver is a composite. A caregiver must have the energy of a harnessed volcano, the efficiency of a calculator, the memory of an elephant, the understanding of a psychiatrist, the wisdom of Solomon, the persistency of a spider and the patience of a turtle. (p. 6)

As a professional in the field of child care, the caregiver has a very diversified and responsible position.

The caregiver:

provides a clean, healthy and safe environment.

provides a daily schedule of planned age appropriate activities.

provides nutritious meals and snacks.

provides comfortable nap time facilities.

provides toileting facilities and helps the child develop toilet habits.

provides a support system for working parents and shares the responsibility of rearing the child.

In addition to the responsibilities mentioned, the caregiver must fulfill the annual inservice training requirement and keep accurate records for The County License Board.

In order to provide a quality child care service, the caregiver must view herself as a professional, her home as a professional environment and manage her time efficiently in the best interests of the children and their families.

Suggestions in the literature that seemed to be compatible with the program that the author proposed were found in the Johnson program based on Piaget's sensorimotor period for infants, the Almy program for applying Piaget's theory in the classroom and the Lally and Honig program which is based on the principles of

Piaget and Erikson. The author particularly liked Honig's division of infants from six months to fifteen months, the transition group from fifteen months to eighteen months, and the toddler group from eighteen months to thirty-six months. Although in a Family Day Care Home where there were so few children a simple division of walkers and non-walkers was more practical.

The "family style" program that Honig described was similar to The Family Day Care Home Program but on a larger scale. The author also liked the components for the Infant Curriculum that she used in The Family Development Research Program and has adapted them to her framework.

The Activity Cards suggested by Loveless were excellent but too complicated for a caregiver to follow who didn't have any special training and didn't complete high school. Therefore, the author developed a simpler activity card which was easy to follow.

The components developed by Caldwell for an Infant Program provided an excellent framework. The author was also trying to create a stimulating responsive environment in The Family Day Care Homes. The author agreed that the pace of the activities should not be rushed and each child should be given enough time to exhaust his interest in a task and then permitted to move on to another activity. Children should not be forced to remain on task until they are bored or disorganized.

The activities suggested by Segal for infants and

toddlers from birth to three years were also helpful. The number of suggestions she offered for making learning aids at home out of things around the house were especially useful to caregivers who could not afford to purchase expensive learning aids from educational catalogues.

The Circle Time Curriculum can be implemented by a caregiver in a Family Day care Home or in a center that has a program for infants and toddlers. The caregiver simply has to understand the concept, follow the instructions on the activity cards and set up appropriate learning areas.

Report of Action Taken

A recent article in the St. Petersburg Times entitled: Day-Care Options May Be In Sight, encouraged the author to combine the principles of home-based and center-based care for infants and toddlers. When the author became a preschool Director, she looked beyond the Family Day care Home setting to implement the curriculum. The demand for infant care in a center-based setting has spurred a move within the county to repeal a 1961 state law prohibiting the care of infants in centers. A Licensing Coordinator stated that the 1961 act, which applies only to this county was to encourage mothers to stay at home with their children. This position is considered unrealistic by working mothers today. The Licensing Board has formed a committee to survey parents in the county and explore the issue. (Steinle, 1987)

When the author assumed the responsibility of directing a preschool she designed a classroom setting that would be compatible with the implementation of the curriculum, ordered appropriate equipment and learning aids, hired teachers and scheduled daily activities. The teachers were trained to implement the Circle Time Curriculum in a center-based setting for two year old children.

As Director of a preschool which is part of a network of preschools, privately owned, the author who is also a trainer of The State Child Care Worker's Course organized and instructed a class of students who wished to qualify for their certificate. The class was held at one of the network centers. While many of the students were employed in the network, others from the county were enrolled in the class. The author shared the Circle Time Curriculum concepts with the students when she taught Module II (Health and Nutrition), Module III (Child Abuse), and Module IV (Child Development).

CHAPTER V

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

Results

Circle Time Curriculum was implemented in the two year old classrooms. The implementation began in the fall of the school year and ended in the spring. There were twenty 2 year old children in the program. They were housed in two classrooms. Young two's were placed in Classroom 2-1 and older two's in Classroom 2-2. The staff to child ratio was ten to one. There was a common bathroom between the classrooms which contained two child-sized toilets and a diaper changing table. Low sinks set in vanities and accessible water fountains were located in each classroom.

The classrooms were separated by a double sliding door. They were carpeted with indoor/outdoor carpeting and furnished with low storage shelves, tables and chairs, cots and appropriate toys and learning aids. The walls were decorated with learning aids that complemented each learning center. Blinds covered the windows. Television cameras, microphones and an intercom system were located in each classroom. Audio/visual receptors were located in the main office. Primary colors were used throughout the center. (Appendix K)

The learning centers in the classrooms included an Art Center, a Language Development Center, a

Readiness Center (including manipulatives and puzzles) and a Family Living Center.

A special play area for two's was designed outside and fenced. The play area included swings, a sand box, a bench with three steering wheels for imaginative play, and several riding toys (a car, a horse, and a motorcycle), implanted in the ground and suspended from large coils. Additional riding toys were available on the patio.

An outdoor dining area was located on the covered patio near the kitchen. Snacks and lunch were served outdoors on warm sunny days. During cool and rainy weather the children dined indoors where tables were set up in an all purpose room. The all purpose room contained a cable television and large play area where children who arrived early or were picked up late could be entertained and engage in self-selected activities.

The younger and older two's each had a separate schedule. Lunch and nap time were common elements. The schedule included circle time, and a series of half hour periods when small groups were assigned to specific learning areas and rotated to different learning centers throughout the day. Toileting periods were built into the schedule because many children were not toilet trained. Outdoor play time was included in the schedule during the morning and the afternoon. (Appendix L)

Several local licensed Family Day Care Home Mothers referred parents of two year olds who were in their care to the learning center. The children who were referred had just turned two. The parents wanted them to have a more stimulating environment and social contact with children of the same age. The learning center accepted children who were not toilet trained and cooperated with the parents in helping the children achieve control of their bladder and bowels. Child sized toilets, low sinks and water fountains encouraged the children to develop self-help skills in the toileting area. Accidents occurred frequently among the young two's but considerable improvement was observed in the older two class. Group toileting was built into the schedule before and after lunch, naps and outdoor play periods to remind the children to use the available facilities. Children used the facilities as individuals when the need arose. When a child had an accident, his diaper or training pants were discreetly changed on the changing table located in the bathroom. Children were not shamed or embarrassed when they had an accident.

When a two year old attended the center for the first time there were tears when the parent attempted to depart from the center and leave the child. The tearful partings lasted several days during the first week of attendance until the child felt comfortable in his surroundings. A supportive caregiver helped both parent and child overcome this difficult adjustment. Children were received at the

front entrance under the portico and brought to an all purpose room located in the rear of the building where they watched television, engaged in self-selected activities, and had the option of eating breakfast. The all purpose room led to an enclosed playground where the children could engage in outdoor activities.

Movement of a group of two year olds from one area to another in an orderly fashion was a challenging task. The two year olds had difficulty forming a line. A successful method used to accomplish a line was to form a train. Each child placed his hands on the shoulders of the child in front of him and they moved as a group.The child at the head of the line was the engineer and the child at the rear was the caboose. Another successful method was to instruct each child to place his hand on the wall as he walked down the hall. By keeping the children close to the wall, room for passage was provided for a group approaching from the opposite direction.

Finger foods such as sliced raw carrots, sliced apples, popcorn and cookies were served for snack. Each child was given a glass of juice and a napkin. When they finished their snack the children were instructed to throw their napkins in the basket and hand their glasses to the teacher in charge of the group.

At lunch, each child was given a glass, napkin and a spoon. A plate divided into three parts was placed in front of him. It contained a hot lunch consisting of an entree, vegetable and a desert. The children were encouraged to taste everything but not forced to clean their plates. Conversation was encouraged during the meal and good table manners were emphasized. At the end of the meal the children handed their dirty utensils to the teacher and wiped their faces and hands with clean wet cloths provided for each child. (Appendix M)

At Nap Time cots with clean sheets were placed two feet apart in the classroom. Each cot was labelled with a child's name. Group toileting took place prior to putting the children down for naps. Children were permitted to bring a favorite doll or teddy, blanket and pillow to make nap time more comfortable. The room was darkened and soothing music was played in the background. Back rubs were given to restless children. Children were not required to sleep, however, wakeful children were encouraged to rest quietly on their cots.

Classroom activities were conducted with small and large groups of children.Circle Time and Movement to Music were large group activities. Small group activities took place in learning centers. Ten children were divided into groups and assigned to specific learning centers where they were given tasks to complete. During the

day the groups rotated to all the different learning centers. For example, two children were assigned to paint at the easel in the Art Center and two to play in the Home Living Center. Three each were assigned to the Language Development Center, and the Readiness Center (including manipulatives and puzzles) during the first rotation period. They changed learning centers each time a new rotation period appeared on the schedule. The teacher acted as a facilitator and moved from group to group helping the children learn. The children were responsible for cleaning up their activity centers and putting away the learning aids when each rotation period ended. All work completed in the classroom was organized into a packet and sent home with the child at the end of the week. A progress report was sent home for each child in the spring of the school year. (Appendix N)

Outdoor activities on the playground were free choice activities that took place during the morning and afternoon for approximately one hour each time. Two year olds had a special playground with equipment designed for their age and size. The playground was fenced. A water fountain and bathroom were located on the patio nearby. There were no more than ten children on the playground at one time. The teacher had a whistle which was blown when she sensed that the children were in danger of hurting one another or themselves. Swinging too high,

throwing sand, hitting one another with shovels, climbing too high and running into one another preceded accidents. The children were taught to stop and listen at the sound of the whistle. Accidents occurring on the playground were recorded immediately in the accident log and parents were notified when they picked up their child. Children who were hurt were immediately treated at the first aid station located in the office of the school by qualified personnel. Planned outdoor games were conducted with a group of children on the patio. Ball games, parachute games, tumbling, Hide and Seek and games involving running, hopping and jumping were popular with the children. The teachers should use appropriate guidance and teaching techniques when supervising outdoor games. They should also arrange the equipment creatively and use the available space wisely.

When it was time to close the center, the two's who had not been picked up earlier convened in the all purpose room to watch television and engage in self-selected activities. They brought their outer wear, soiled clothing and other personal items with them. When the parent arrived, the child was called on the inter-com system and placed in a car parked under the portico. Parents who needed to speak with the Director were instructed to park their cars in the parking area and enter the center. When their business was concluded, the children were called to the office and departed with their parents. When a parent or person

designated on the child's application, was unable to pick up the child, a security card signed by the parent had to be presented at the door by the person who was requesting the release of the child.

Conclusions

Some two's were making the transition from home-based to center-based care while others remained in Family Day Care Homes until they were three years old. Two's in Family Day Care Homes may have less opportunity to socialize with their peers than children in a center. A Family Day Care Home Mother may accept four children. Three of the four may be under two years of age. An opportunity to socialize with peers may exist in a home with a group of toddlers, however, a toddler in a home with a group of infants may be a very lonely child.

If the center accepts the responsibility of cooperating with the parent and helping to toilet train the child, two seems to be an age when a successful transition may be made from home-based to center-based care. Some centers will not accept children who are not toilet trained leaving the responsibility to the Family Day Care Home Mothers. Children under two may not attend Child Care Centers in this county.

Therefore it is important to bridge the gap between the programs offered in Family Day Care Homes with the programs offered in Child Care Centers so that the children who transfer from the home to the center will have a continuing learning experience and the children who remain in the home

an equivalent learning experience.

A learning bridge is difficult to build without the cooperation of Family Day Care Home Mothers and Child Care Center Personnel. An effective means of making caregivers aware of the problem is through the State Child Care Worker's Course. Both Family Day care Home Mothers and Child Care Center Personnel may attend the classes. When the author instructed a group of caregivers in a Child Development class, the focus of Center Personnel was on understanding the children in their classrooms and sharing activities that would help them learn. They did not immediately perceive the link between the developing infants in home-based care and the developing two year olds in their classrooms. Nor were Family Day Care Home Mothers aware that if properly stimulated, infants would learn. They viewed infants as needing only custodial care. They were interested however, in sharing activities for toddlers. At the end of the course, both groups were more aware of the role each played in the stages of the developing child and the responsibility they had as caregivers to provide age appropriate learning experiences for the children.

While allocated space for Child Care in a Family Day Care Home may be smaller than space in a Child Care Center, space designed specifically for children should be provided by the caregivers. In this

county, the child/staff ratio in a center is 10-1, while in a home it is 4-1, therefore a large area isn't needed in a home. A bedroom can be used for napping and a bathroom may be made suitable for use by children. An extra bedroom makes an ideal playroom for children and can be set up in learning centers for toddlers. A playpen, baby swing, mirror and suitable toys for infant play can also be placed in a special area within the room for infants. In homes where a special play area hasn't been set up, the caregiver frequently has to put away all breakables and rearrange furnishings to make enough useable space for activities. It must be frustrating for young children to be reminded not to touch objects when the caregiver chooses not to put them away and to keep their feet off the furnishings in the living area. Adults who are interested in becoming licensed caregivers should assess the available space useable for child care within the home and the expense to equip a suitable play area for the children.

The ratio of 10-1 in a two year old class within a center is too high for a teacher to effectively work with the children in learning centers unless she has an aide to help with toileting, administer first aid, change diapers and help clean up spills, particularly in the art and water play areas. Nap time supervision by an aide would free a teacher to plan and prepare materials

needed for activities. Sometimes owners of privately operated centers do not feel that adding an aide to assist the teachers is cost effective and prefer to staff by the required child/adult ratio. A teacher who has to meet all the custodial and developmental needs of ten 2 year olds has a very challenging task to accomplish. Family Day Care Home Mothers have the advantage of supervising fewer children, however, if housekeeping chores take precedence over child/adult interaction and a scheduled program of activities, developmental growth will be impeded.

There are many fine programs available through publishing companies for two year old children that may be used in either a Family Day Care Home or a Child Care Center. Just for twos, a program designed by Little People's Workshop, was very popular with the children in the learning center. Activities included Circle Time, Free Play and Art, Language Development, and Music and Movement. A puppet, activity board and a colorful poster accompanied the series each month. Appropriate holiday themes were included in the program. Guidelines for conducting the activities and materials needed for the activities were outlined in a teacher's manual which was included in the packet. The activities were conducted in the appropriate learning centers and worksheets that supplemented the activities were sent home weekly. The children were proud of their

work and the parents were delighted with the program.

Stimulating activities took place in the classrooms for two year old children. In the Language Development Center, a variety of activities were provided that encouraged and developed both receptive and expressive language skills. Good language and listening skills were modeled by the classroom teacher. Children were exposed to Finger Plays, tapes, records, stories and poems. Pre-reading skills (auditory perception, visual perception and integration) were encouraged through activities such as introducing a flannel board to identify body parts and different kinds of weather and working with shape puzzles. In the Readiness Center, activities were provided to help children learn sorting, ordering, number and relationships. Exploration and curiosity were encouraged by the teachers. Opportunities were provided for concept development through a theme approach such as a trip to the zoo or supermarket. Puzzles and manipulatives to develop fine and gross motor skills were available in the readiness center. In the Art Center, children were supplied with a variety of materials to encourage creative thinking and appreciation of beauty in the production and construction of their own works of art. In the Home Living Center, children engaged in imaginative play through such activities as house play, dress-up, store play, puppets and community play.

Outdoor Activities centered around using playground equipment that provided opportunities for swinging, climbing,

sliding and steering. A sand and water play area provided opportunities for filling and emptying containers. Organized games were also conducted by the teachers with the children.

Socially, the two's were able to identify themselves by name and learned the names of other children and the teachers on staff. They were able to separate from their parents without crying after the first week of attendance. They were assertive and did not permit other children to take advantage of them. They learned to work cooperatively in small groups and by themselves.

Self-Help and Self-Concept Skills were achieved by the children. They learned to use the toilet, wash and dry their hands, feed themselves, use eating utensils, try new foods, gather personal items from their cubbies and recognize their own clothing unaided when it was time to go home. They developed a good body image, expressed positive and negative feelings, and felt good about themselves.

The teachers felt positively about the learning centers. They felt that the two's interacted better with their teachers and peers and stayed on task better when they were in small rather than large groups. More than one activity at a time should be provided in each center so that a child who has completed or was frustrated by a task could try another. Young two's however, had a tendency to stray from their assigned learning centers and join the group where the teacher was acting as a facilitator. In general, the children received more attention when they were divided into smaller groups

and each child was able to progress at his own rate of speed. Learning Centers did not preclude large group activities however and Circle Time, Movement to Music, and Group Singing were scheduled during the day.

Progress reports were sent home at the end of the school year and recorded growth in Self-Help Skills, and the Cognitive, Social and Physical Domains.

Recommendations

The author recommends the following changes to improve child care services within the county:

A proposal permitting children under two years of age to attend Child Care Centers within the county will be presented at a Public Hearing on June 17, 1987 in the Juvenile Welfare Board Building. The author recommends that the board approve the proposal.

A High School Diploma should be an educational requirement to qualify as a Family Day Care Home Mother.

The County License Board should offer program guidelines for Child Care Centers and Family Day Care Homes that are compatible.

Educational Consultants trained by The License Board should be available to assist Child Care Center Personnel and Family Day Care Home Mothers in implementing age appropriate programming that would meet the guidelines suggested by The License Board.

Dissemination

This practicum was originally developed when the author supervised a Family Day Care Home Network for a Social Agency located in the county. The purpose of the practicum was to develop age appropriate activities and curriculum guidelines for Family Day Care Home Mothers in order to improve the quality of programming in Family Day Care Homes. When the agency lost its funding for the program, the author lost her position with the agency and accepted the position of Director of a preschool located in the county. The preschool was part of a growing network of preschools, privately owned. The author had an opportunity to set up a new preschool and implement the learning center approach in the classrooms. The basic principles of The Circle Time Curriculum were applied to the program for two year old children in the preschool. The curriculum adapted well to a center setting. The author plans to continue to evaluate and refine the curriculum on a yearly basis.

The author also taught The State Child Care Worker's Course at the preschool to staff from all the schools in the network and others who were employed in local preschools. The author shared The Circle Time Curriculum Concepts with her peers and will continue to do so whenever she teaches the course.

It is the author's belief that the curriculum adapts well to both home-based and center-based child care for infants and toddlers.

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APPENDIX A

PRESENTATION OF TRAINING PROGRAM FOR CAREGIVERS

PRESENTATION OF TRAINING PROGRAM

FOR CAREGIVERS

The following points should be covered during the presentation of the Training Program for the caregivers. They are:

1. The Training Program is On-Site.
2. The Training Session will last approximately one hour.
3. The Training Session will take place once a month
4. The trainer will role-model all activities for the caregivers.
5. The trainer will supply all materials to the caregivers so that the caregivers can follow-through and practice implementing the activities daily.
6. The trainer will observe the caregivers as they implement the activities with the children and evaluate their performance at the next monitoring session in two weeks.

The one hour Training Session will be organized as follows:

A. Environment: The caregiver and the trainer should select an area in the home where the activ ties will take place.

B. Space: Define an area for each activity within the selected environment. Use mats, carpet squares, or a blanket to define areas for activities that will take place on the floor. Use a small table and chairs for drawing, fingerpainting and clay modeling. Be creative. Use the furnishings that are available in the environment effectively.

C. Materials: Set up the materials to be used in the Training Session in the defined space. Have enough materials for each activity so that more than one child can participate in that activity at the same time.

D. Transition: Encourage the children to move into the training area and use the materials that are available to them.

E. Role: Act as a facilitator. Move among the children and offer help and encouragement as needed.

F. Involvement: Encourage the caregiver to observe the techniques that you are using with the children and join in the activities.

G. Restoration: Allow time for clean-up.

H. Evaluation: Allow time to discuss the interaction between the children and the environment and answer the caregiver's questions.

Suggested Time Frame:

Salutations, set-up and transitions - 10 minutes

Role modeling 25 minutes

Restoration - 10 minutes

Evaluation and follow-through plan - 15 minutes

Attitude Of The Trainer:

Professional and Positive toward the training program. The Trainer should be supportive of the caregiver's efforts to implement the activities.

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APPENDIX B

FAMILY DAY CAREGIVER PROGRAM MONITORING

FAMILY DAY CAREGIVER PROGRAM MONITORING

Caregiver's Name	Schedule Followed		Materials Prepared		Appropriate Choices Available				Positive Discipline Observed		Accountable For Safety		Date
					Infant		Toddler						
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	

MONITOR

APPENDIX C

CHILD DEVELOPMENT CHECK LIST

CHILD DEVELOPMENT CHECK LIST

Seven Months	Yes	No
Does he sit alone?		
Can he transfer an object from one hand to another?		
Does he smile at his mirror image?		

Eight Months	Yes	No
Does he crawl on his hands and knees?		
Can he stand with support?		
Is he shy at first with strangers?		

Nine Months	Yes	No
Does he say Na-Na or Da-Da?		
Does he respond to his name?		
Does he imitate sounds?		
Can he pull himself up to a stand at the side of his crib?		

Ten Months	Yes	No
Does he eat with his fingers?		
Does he drink from a cup when you hold it?		
Can he stand alone?		
Can he climb stairs?		

Eleven Months	Yes	No
Does he walk when led?		
Can he find a hidden object?		
Can he grasp a small object with his thumb and one finger?		
Does he understand No?		

Twelve Months	Yes	No
Does he wave Bye-Bye?		
Does he enjoy solid foods?		
Does he enjoy an audience?		
Does he change from a crawl to a tottering walk?		

CHILD DEVELOPMENT CHECK LIST

One Month	Yes	No
Does he raise his chin when lying on his tummy?		
Is he attracted by the human face?		
Does he move his arms and legs?		

Two Months	Yes	No
Does he smile and coo?		
Does he raise his chest when lying on his tummy?		
Does he circle one hand around the other?		

Three Months	Yes	No
Does he follow a moving object with his eyes?		
Does he reach for his crib mobile and miss?		
Does he grasp an object when it is placed in his hand?		
Does he hold his head erect?		

Four Months	Yes	No
Does he sit with support for short periods of time?		
Does he recognize familiar faces?		
Does he laugh aloud?		

Five Months	Yes	No
Does he reach for and grasp objects?		
Does he stand firmly when held?		
Does he turn his head in the direction of a sound?		
Does he like to play Peek-a-boo?		

Six Months	Yes	No
Does he turn over from back to stomach?		
Does he grasp dangling objects while sitting in a high chair?		
Does he hold and bite a cookie?		
Does he express a social smile?		

CHILD DEVELOPMENT CHECK LIST

Fifteen Months	Yes	No
Does he walk by himself?		
Does he use a spoon?		
Does he let objects go?		
Does he use gestures?		
Does he use baby language?		
Eighteen Months		
Does he like to climb?		
Does he like to run?		
Does he take off his shoes?		
Does he drink from a cup using both hands?		
Twenty-four Months		
Does he have a vocabulary of at least 50 words?		
Does he use two word sentences?		
Does he walk up and down stairs using alternate feet?		
Does he point to objects?		
Does he handle a spoon and folk well?		

2 yrs.-3 yrs.	Yes	No
Does he have all his baby teeth?		
Is he replacing his baby speech with sentences?		
Does he combine words and actions?		
Does he have a vocabulary of from 6 to 1000 words?		
Can he turn a doornob?		
Does he like to take things apart and put them together?		
Does he like to draw on paper?		
Does he feed himself entirely?		
Does he jump up and down?		
Can he obtain a drink of water from a faucet himself?		
Can he pour from a small pitcher?		
Does he let you know when he wants to use the potty?		
Does he interact with adults and other children?		

APPENDIX D

INDIVIDUAL DEVELOPMENTAL CHART

INDIVIDUAL DEVELOPMENTAL CHART

Child's Name_____Age_____

Motor Skills: 3-6 Mo. Holds head erect Turns over stomach to back. Lifts chest when lying on tummy. Reaches for and grasps objects Sits with support	Activity Card No.
Social Skills: 3-6 Mo. Expresses a social smile Recognizes mother Shows interest in the environment	Activity Card No.
Language Skills: 3-6 Mo. Coos, gurgles, chuckles,squeals Laughs aloud	Activity Card No.
Cognitive Skills* 3-6 Mo. Turns head to sounds Follows objects with eyes Looks at objects in his hand Looks for toy which is dropped. Reacts positivity and negatively to comforts and discomforts.	Activity Card No.

INDIVIDUAL DEVELOPMENTAL CHART

Child's Name _____Age _____

Motor Skills: 1-3 mo. Chin up while lying on tummy. Follows slow moving objects. Likes to look at faces. Strong grasp Moves arms and legs Uses entire body to hit toys over crib. Sucks his fingers Follows adult with his eyes. Rolls part way to side when lying on back. Pulls up by his hands to a sitting position. Circles one hand around the other.	Activity Card No.
Social Skills: 1-3 mo. Likes to be held and rocked. Alerts you when he is hungry. Smiles at pleasant situations. Becoming interested in things outside himself.	Activity Card No.
Language Skills: 1-3 mo. Gurgles and coos. Responds to you while you are talking. Take turns talking with you.	Activity Card No.

INDIVIDUAL DEVELOPMENTAL CHART

Motor Skills: 9-12 Mo.	Activity Card No.
Crawls well	
stands with support	
walks with support	
pulls to a standing position	
Uses thumb and ne finger to pick up small objects	

Social Skills: 9-12 Mo.	Activity Card No.
Cooperates playing games	
Enjoys an audience	
Waves goodbye	
Offers toy without releasing it to another	
Likes to interact with adults	

Language Skills: 9-12 Mo.	Activity Card No.
Understands no	
Says Ma Ma and Da Da	
Understands meaning of one to three words.	

Cognitive Skills: 9-12 Mo.	Activity Card No.
Uncovers a hidden object	
Shows an interest in pictures	
Likes to drop objects deliberately	
Begins to put things in containers	

INDIVIDUAL DEVELOPMENTAL CHART

Motor Skills: 6-9 MO.	Activity Card No.
Puts feet in mouth	
Sits unsupported	
Attempts to creep	
Stands with support	
Grasps dangling objects while sitting in a high chair	
Transfers an object from one hand to another	

Social Skills: 6-9 Mo.	Activity Card No.
Discriminates strangers	
Smiles at mirror image	
Takes finger foods to mouth	
Plays peek-a-boo	

Language Skills: 6-9 Mo.	Activity Card No.
Responds to name.	
Combines syllables	
Uses single consonants	
Vocalizes to social stimulus.	

Cognitive Skills: 6-9 Mc.	Activity Card No.
Pulls a toy to himself by attached string.	
Picks up a toy he drops	
Shakes, rattles and bangs toys in play	

INDIVIDUAL DEVELOPMENTAL CHART

Motor Skills: 15-18 Mo.	Activity Card No.
Stoops and recovers objects Begins using a spoon Pulls toys while walking Seats self on chair	
Social Skills: 15-18 Mo.	**Activity Card No.**
Cooperates while dressing Begins to test parents and say "no" Begins to establish independence	
Language Skills: 15-18 MO.	**Activity Card No.**
Says 3 to 5 words Points to body parts Uses jargon Imitates some words	
Cognitive Skills: 15-18 Mo.	**Activity Card No.**
Follows one or two directions Scribbles with a crayon Looks at pictures in a book	

Individual Developmental Chart

Motor Skills: 12-15 Mo.	Activity Card No.
Climbs stairs Stands alone Walks alone Finger feeds self	
Social Skills: 12-15 Mo.	**Activity Card No.**
Shows emotions Loves rhythms Enjoys imitating others Throws occasional tantrums	
Language Skills: 12-15 Mo.	**Activity Card No.**
Growing vocabulary Tells you what he wants Imitates words others say if they add playful actions	
Cognitive Skills: 12-15 Mo.	**Activity Card No.**
Imitates novel behavior Can distinguish between self and others Will look for hidden object where it was last seen.	

INDIVIDUAL DEVELOPMENTAL CHART

Motor Skills: 2-3 yrs.	Activity Card No.
Bowel Control	
Bladder Control	
Releases objects	
Strings large beads	
Walks sideways, backwards and up and down stairs	

Social Skills: 2-3 yrs.	Activity Card No.
Shows and gives objects to others	
Uses objects to initiate partner play	
Expresses separation distress when parent departs	
Uses language to interact with other children	

Language Skills: 2-3 yrs.	Activity Card No.
Understands in, on and under	
Follows simple directions	
Begins and continues conversations	

Cognitive Skills: 2-3 yrs.	Activity Card No.
Reveals thinking through play	
Uses one object to represent another	
Includes others in pretend activities	

INDIVIDUAL DEVELOPMENTAL CHART

Motor Skills: 18-24 Mo.	Activity Card No.
Walks up and down stairs with help	
Runs	
Handles a cup well	
Hurls and kicks a ball	
Jumps with both feet	
Begins toilet training	

Social Skills: 18-24 Mo.	Activity Card No.
Likes to help a parent	
Content with solitary play when with peers	
Imitates housework	

Language Skills: 18-24 Mo.	Activity Card No.
Adds personal pronouns	
Doesn't pronounce consonants at the end of words	
Favorite words are "thank you" and "all gone".	

Cognitive Skills: 18-24 Mo.	Activity Card No.
Turns pages in a book	
Tries to imitate an adult's drawing	
Invents means to achieve a goal	
Towers two or more 1 inch blocks	

APPENDIX E

INFANT/TODDLER FRAMEWORK

CURRICULUM COMPONENT	COMPETENCY AREAS	COMPETENCY EXAMPLES	EMPHASIS INFANT/ TODDLER
SELF IDENTITY AND SELF WORTH	Trust	Caregiver response to physical needs of infants. Infants feel "I'm all right."	Infant
	Autonomy	Self help skills, locomotion, exploration, touching objects. Infant feels "I can make choices." Toddler encouraged to experiment with the environment, develop independence.	Infant/ Toddler
SOCIALIZATION	Attachment	Infant forms bond of intimacy with mother and/or caregiver.	Infant
	Use of Objects in Peer/Adult Relations	Shows, gives, and uses objects to initiate play.	Infant/ Toddler
	Language	Sounds and language used to get the attention of adults and peers and coordinate actions.	Infant/ Toddler
	Social Interactions	Communicates with spontaneous and social smiles and frowns.	Infant
	"	Role identity, learning specific methods to use to influence others, early stages of peer relationships.	Toddler
RECREATIONAL PURSUITS	Spontaneous Play	Self-initiated activity through use of objects in the environment.	Infant/ Toddler
	Environmental	Enjoyment and stimulation through planned outings, viewing and social interactions	Infant/ Toddler
MOTOR COMPETENCY	Directed Reaching	Reaches toward objects and picks them up. Encourage use of palm of hand in grasping. Encourage use of thumb and forefinger in grasping.	Infant
	Locomotor Skills	Complete sequence of development resulting in walking.	Infant
	Motor Development	Balance, body control skills, coordination, perceptual motor activities, spatial awareness	Toddler
CREATIVE EXPRESSION	Speech Perception	Differentiates between sounds, intonation & stress	Infant/ Toddler
	Body Language	Invitations, gestures, dramatic play	Toddler
	Sensorimotor Foundations	Child's interaction with adults	Infant/ Toddler
	Comprehension	Listening, "reading", imitation	Infant/ Toddler
	Social Language	Cooing, babbling, using language to sustain social interactions	Infant/ Toddler
COGNITIVE PROCESSING	Visual Perceptions	Depth and color perception activities	Infant/ Toddler
	Speech Development	Repetition of speech pattern, talking, reading and singing	Infant/ Toddler
	Learning	Discovering that events are contingent on actions	Infant/ Toddler
	Sensorimotor Development	Learning object permanence and imitation, sensory activities, developing means to achieve desired environmental effects	Infant/ Toddler
	Cognition & Play	Thinking revealed through play. Symbolic and fantasy play emerges. Self-help skills, prereading	Toddler

The infants and toddlers curriculum should allow the child to develop and grow in a warm and stimulating atmosphere. Continuing activities should be loosely structured and spontaneously offered throughout the day. Stimulation activity areas include:

- . Communication
- . Self-Help Skills
- . Dramatic and Imaginative Play
- . Indoor and Outdoor Free Play
- . Movement
- . Music

APPENDIX F

DAILY SCHEDULE

DAILY SCHEDULE

7:30 - 8:30	Receiving Activities
8:30 - 8:45	Toileting Activities
8:45 - 9:15	Feeding Activities
9:15 - 10:15	Indoor/Outdoor Group Activities
10:15 - 11:15	Indoor/Outdoor Guided Choice Activities
11:15 - 11:30	Toileting Activities
11:30 - 12:15	Feeding Activities
12:15 - 12:45	Nap Time Preparation Activities
12:45 - 2:45	Nap Time
2:45 - 3:15	Toileting Activities
3:15 - 3:30	Feeding Activities
3:30 - 4:15	Indoor/Outdoor Group Activities
4:15 - 5:00	Indoor/Outdoor Guided Choice Activities
5:00 - 5:30	Dismissal Activities

Young infants will demand their own toileting, napping and feeding schedules. They will be receptive toward stimulation activities during their period of Alert Inactivity .

APPENDIX G

INDOOR GROUP ACTIVITIES

ACTIVITY Who's It? AGE T

ON YOUR MARK Toddlers learn to identify articles of clothing by discription and color and develop large motor skills.

GET READY List an item each child is wearing on separate slips of paper and put them in a bowl.

GET SET Ask the children to sit in a circle.Join the children in the circle and place the bowl in front of you.

GO Take a slip of paper out of the bowl and describe the article of clothing to the children. The child who is wearing it should get up and run around the circle and back to his place.

ACTIVITY Beannie of the Day AGE T

ON YOUR MARK Toddlers learn direction (left and right) Stop and Start.

GET READY Bean Bag, Record or Tape Player and suitable music.

GET SET Seat the children in a circle. Give one child the bean bag and instruct the child to pass it to the child on his right. (Alternate Plan: left pass)

GO The children pass the bean bag around the circle until the music stops. When the music stops the child holding the bean bag lifts it above his head with both hands and shouts: I'm the Beannie of the Day.

ACTIVITY I Can AGE T

ON YOUR MARK Develop Problem Solving Skills

GET READY Make colorful hats for each child. Develop a series of tasks for each child to perform.

GET SET Ask the children to sit in a circle on the floor. Each child should be given an "I Can Hat" to wear when he successfully completes the task.

GO Mary: Bring me a book. Amy: Put this apple on the table. Jimmy: Bring me a glass from the table. Jenny: Open this box of cookies. Let's all have a cookie!

ACTIVITY Story Time AGE I-T

ON YOUR MARK Develop listening skills and imagination

GET READY Cut pictures from a magazine representing people, places and things in the story. Paste them on craft sticks.

GET SET Sit on the floor and place the pictures beside you. Invite the children to sit in a circle.

GO Tell the story to the children and hold up a picture to represent each important person, place or thing.

ACTIVITY Up and Down AGE T

ON YOUR MARK Develop large motor skills and name body parts

GET READY Develop a list of tasks for the children to perform as they jump up and down.

GET SET Form a circle on the floor with the children Place keys on a ring in the middle of the circle. Call each child by name and give him a task to perform.

GO Chant:

Jimmy Jimmy touch your toes
Jump up and down, touch your toes.

Mary Mary touch your nose
Jump up and down, touch your nose.

Jenny Jenny touch your knees
Jump up and down, touch your knees.

Billy Billy pick up the keys
Jump up and down, hand the keys to me.

APPENDIX H

INDOOR GUIDED CHOICE ACTIVITIES

ACTIVITY Scribble a Picture AGE T

ON YOUR MARK Develop fine motor skills. Encourage creativity.

GET READY You will need a low table, newspaper, crayons and drawing paper.

GET SET Cover the table with newspaper. Place the crayons and drawing paper on the table. (A child's table & chair set is ideal.)

GO Encourage the child to use the materials. Talk to him about his picture. Praise his efforts. Hang the finished picture on the wall.

ACTIVITY Matching Game AGE T

ON YOUR MARK Match circles and squares. Name colors.

GET READY A board with 3 different colored circles. A board with 3 different colored squares. Matching circles and squares.

GET SET Place the boards and matching shapes on the floor or a low table one at a time.

GO Show the child the materials. Give him a chance to match the shapes himself. If he has difficulty show him how to do it. Let him practice. Praise his efforts. Do not ask the child to identify both color and shape at the same time.

ACTIVITY Picture Viewing AGE I/T

ON YOUR MARK Stimulate language and imagination. Develop listening skills.

GET READY You will need several age appropriate pictures showing items or situations familiar to children.

GET SET Place the pictures on the floor and encourage the children to look at them.

GO If the child has language skills encourage him to tell you about the picture. Ask the child questions about the picture. Make comments about the picture yourself. Describe the picture to non-verbal children.

ACTIVITY Squares on a Peg AGE T

ON YOUR MARK Develop fine motor skills and eye-hand coordination.

GET READY You will need a pipe cleaner and cardboard squares with a hole in the middle.

GET SET Place the pipe cleaner and squares on the floor or a low table.

GO Show the children how to place the pipe cleaner through the hole in the square. Encourage them to try it. Praise their efforts.

ACTIVITY Ball Drop AGE T

ON YOUR MARK Encourage problem solving and develop motor skills.

GET READY You will need a tube, basket, chair and ball.

GET SET Tie the tube to the back of the chair at a downward angle. Place a basket on the floor below the lower end of the tube.

GO Put the ball in the upper end of the tube - let it roll through the tube and drop into the basket. Repeat the activity.

ACTIVITY Look and See AGE 1-4 Mo.

ON YOUR MARK To encourage the baby to follow an object in space with his eyes.

GET READY A colorful doll and a crib.

GET SET Place the baby in the crib on his back. Hold the doll in your hand.

GO Move a colorful doll in and out, back and forth in front of baby as he lies on his back so that he can follow it with his eyes. When you move it out of his field of vision, his gaze will remain fixed at the point where it disappeared.

ACTIVITY See and Grasp AGE 4-8 Mo.

ON YOUR MARK To encourage increased mobility and retrieve objects in full view.

GET READY A blanket and a small toy.

GET SET Place the blanket on a firm surface. Place the toy on the blanket.

GO Place the baby on the blanket. The toy should be placed just out of his reach. If he has learned to move, he will squirm or crawl to get it.

ACTIVITY Listen and Look AGE 4-8 Mo.

ON YOUR MARK To highten his awareness of the position of objects in space.

GET READY A music box, bell, TV, phonograph or other objects that make a sound.

GET SET Place the baby in a room with the objects. Place the objects around the room.

GO Play the music box, ring the bell, turn on the TV one at a time so that the baby will turn his head toward the direction of the sound.

ACTIVITY That's Me! AGE 4-8 Mo.

ON YOUR MARK Encourage language development. Reinforce baby's sounds by responding to them.

GET READY A mirror.

GET SET Hold the baby in front of a mirror.

GO Show him mommy and baby in the mirror. Let him respond to the image. Name parts of his body. Touch the parts as you name them. Make up rhymes about them.

ACTIVITY Pull-up! AGE 8-12 Mo.

ON YOUR MARK Develop understanding of object permance and increase large motor skills.

GET READY A variety of small toys. Playpen, crib or low table.

GET SET Place the toys on the railing of the playpen, crib or on a low table.

GO Encourage the baby to pull himself up and reach for the toys.

APPENDIX I

OUTDOOR GROUP ACTIVITIES

ACTIVITY Follow The Leader AGE T

ON YOUR MARK Children learn to follow directions and concepts of over, under, between etc.

GET READY Decide upon a series of tasks that you are going to ask the children to perform

GET SET Ask the children to line up behind you and follow you. Give directions aloud.

GO Lead the children around the bush, under the slide, over the bench, between the trees etc. Tasks will vary in every yard or playground because the environment is different.

ACTIVITY Pussy Cat Play Time AGE T

ON YOUR MARK Develop large motor skills and encourage pretend play.

GET READY large refrigerator carton, rope, bench, tree, Arrange the items as an obstacle course.

GET SET The children pretend they are pussy cats, say: me-ow, me-ow, wave goodbye to the mother cat who is the caregiver as she sends them out to play.

GO She shouts directions:

Crawl through the box
Jump over the rope
Duck under the bench
Run around the tree
And back to me.

ACTIVITY Marching Band AGE T

ON YOUR MARK Develop a sense of rhythm as they march to music.

GET READY Make hats for each child (soldier style) Use kitchen items such as spoons,bowls, pots, pans etc. for instruments,

GET SET Put a hat on each child. Give each child an instrument and line them up. Play a marching tune on a record or tape player.

GO Lead the children around the yard as the music plays using a marching step. Encourage them to use their instruments as they attempt to keep time to the music.

ACTIVITY The Ball Game AGE T

ON YOUR MARK Develop large motor skills and encourage group play.

GET READY 10" playground ball

GET SET Seat the children in a circle and ask them to spread their legs apart to form a V. Give one child the ball.

GO Ask the child to roll the ball to another child in the circle who will catch it and roll it to a second child until everyone has a turn.

ACTIVITY Ball Pass AGE T

ON YOUR MARK Follow directions and develop large motor skills

GET READY 5" playground ball

GET SET Sit the children one behind the other in a line. Give the child at the head of the line a ball.

GO Instruct the child to lift the ball over his head with both hands and pass it to the child behind him, who passes it to the child behind him, until it reaches the end of the line.

APPENDIX J

OUTDOOR GUIDED CHOICE ACTIVITIES

ACTIVITY Knock them down AGE T

ON YOUR MARK Develop gross motor skills and eye-hand coordination

GET READY Set of plastic bowling pins and plastic ball.

GET SET Place the pins in a pattern about five feet away from the starting line. Place the ball in a container next to the line.

GO Ask the child to pick up the ball and roll it toward the pins. The object is to knock down as many as he can with the ball.

ACTIVITY Water Play AGE T

ON YOUR MARK Children practice filling and emptying containers. Develop related vocabulary.

GET READY Plastic tub of water and different size containers.

GET SET Set up a plastic tub filled with water outdoors. Place several different size containers next to the tub for the children to use.

GO Encourage the children to use the equipment. Let them experiment filling and emptying the containers in any way they choose to do so.

ACTIVITY Beep Beep AGE T

ON YOUR MARK Develop gross motor skills and a sense of direction.

GET READY A variety of riding toys.

GET SET Place the riding toys on a cement slab.or driveway.

GO Encourage the children to select a riding toy. Encourage careful steering so that they will not bump into other children. They can warn each other of an impending collision by shouting Beep! Beep!

ACTIVITY Sand Play AGE T

ON YOUR MARK Develop fine and gross motor skills. Encourage imaginative play.

GET READY Pail and shovel, garden style tools, molds to create different shapes with the sand. Tub of sand.

GET SET Place the tub of sand outdoors. Place the tools and pails next to it.

GO Encourage the children to use the equipment and explore what can be done with sand.

ACTIVITY Bat the Ball AGE T

ON YOUR MARK Develop large motor skills and eye-hand coordination.

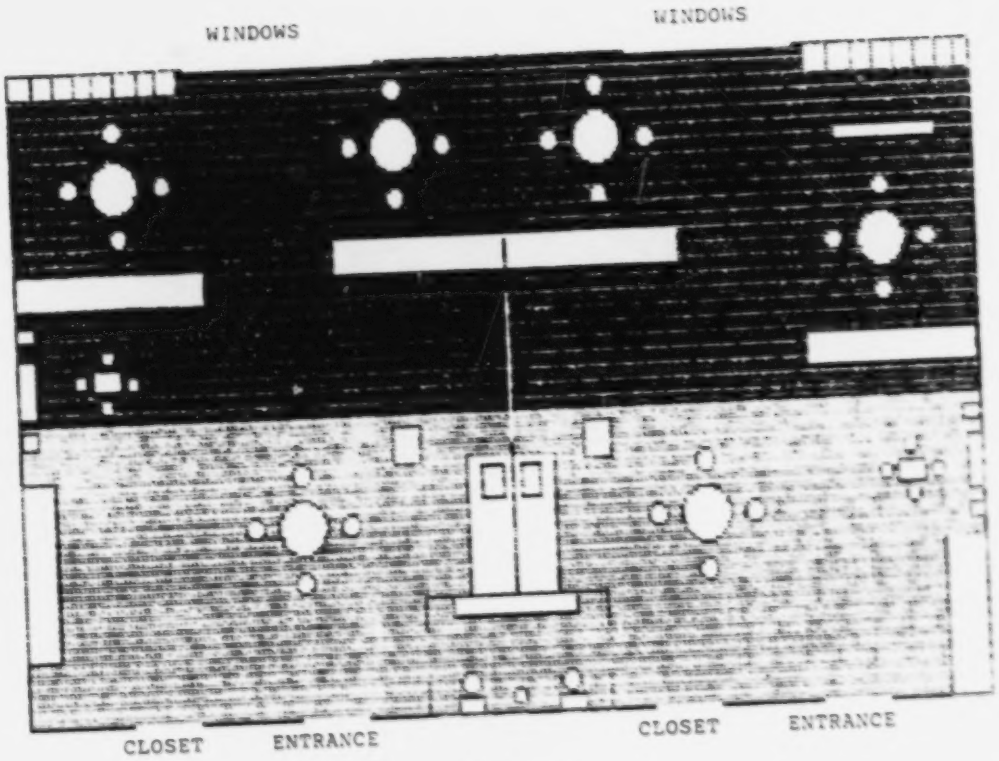
GET READY A long cord, a whiffle ball and plastic bat.

GET SET Attach the cord to the ball and loop it around a tree limb. Give the child a bat.

GO Ask the child to hit the ball. He will never have to chase it. The ball will also not endanger other children in the yard.

APPENDIX K

DOUBLE CLASSROOM SET-UP IN LEARNING CENTERS



TOP RIGHT: READINESS CENTER

TOP LEFT: LANGUAGE DEVELOPMENT CENTER

BOTTOM RIGHT: ART CENTER

BOTTOM LEFT: HOME LIVING CENTER

TOP RIGHT: LANGUAGE DEVELOPMENT CENTER

TOP LEFT: READINESS CENTER

BOTTOM RIGHT: HOME LIVING CENTER

BOTTOM LEFT: ART CENTER

APPENDIX L

DAILY SCHEDULE FOR CHILD CARE CENTERS

DAILY SCHEDULE

TIME	ACTIVITY
6:30 - 8:30	Self-selected Indoor/Outdoor Play-Tv Viewing-Optional Breakfast
8:30 - 8:45	Circle Time
8:45 - 9:00	Snack
9:00 - 9:30	Rotation I
9:30 - 10:00	Self-Selected Outdoor Play and Group Games
10:00 - 10:15	Toileting
10:15 - 10:30	Music
10:30 - 11:00	Rotation II
11:00 - 11:15	Toileting
11:15 - 11:45	Lunch
11:45 - 12:00	Toileting Nap Time Preparation
12:00 - 2:00	Nap Time
2:00 - 2:15	Toileting
2:15 - 2:30	Snack
2:30 - 3:00	Rotation III
3:00 - 3:30	Self-selected Outdoor Play Group Games
3:30 - 3:45	Toileting
3:45 - 4:15	Rotation IV
4:15 - 4:45	Self-selected activities Indoors
4:45 - 5:00	Toileting
5:00 - 6:00	TV Viewing - Preparation for Dismissal

ROTATION SCHEDULE

ROTATION I	GROUP
ART CENTER	A
HOME LIVING CENTER	B
LANGUAGE DEVELOPMENT CENTER	C
READINESS CENTER	D
ROTATION II	
ART CENTER	B
HOME LIVING CENTER	C
LANGUAGE DEVELOPMENT CENTER	D
READINESS CENTER	A
ROTATION III	
ART CENTER	C
HOME LIVING CENTER	D
LANGUAGE DEVELOPMENT CENTER	A
READINESS CENTER	B
ROTATION IV	
ART CENTER	D
HOMELIVING CENTER	A
LANGUAGE DEVELOPMENT CENTER	B
READINESS CENTER	C

APPENDIX M

SAMPLE MENU

CREATIVE LEARNING CENTER SNACKS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
am/ juice/drink apples	am/ drink carrots	am/ drink apples	am/ drink popcorn	am/ drink party mix
pm/ drink party mix	pm/ drink cookie	pm/ drink cookie	pm/ drink carrots	pm/ drink popcorn

CREATIVE LEARNING CENTER MENU

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
BEANS/HOT DOGS VEG FRUIT MILK 4	CHICKEN/ DUMPLINGS VEG PUDDING MILK 5	CORN BEEF HASH POTATOES VEG MILK 6	RAVIOLI VEG MILK PUDDING 7	SOUP/SANDWICH FRUIT MILK 8
CHILI/BEANS VEG PUDDING MILK 11	STEW/NOODLES VEG JELLO MILK 12	TUNA SALAD VEG FRUIT MILK 13	MAC/CHEESE HOT DOGS JELLO MILK 14	SOUP/SANDWICH FRUIT MILK 15
BEANS/HOT DOGS VEG FRUIT MILK 18	RAVIOLI VEG JELLO MILK 19	CORN BEEF HASH POTATOES VEG PUDDING MILK 20	STEW/NOODLES VEG JELLO MILK 21	SOUP/SANDWICH FRUIT MILK 22
TUNA/NOODLES VEG PUDDING MILK 25	MAC/CHEESE HOT DOGS JELLO MILK 26	CHICKEN/ DUMPLINGS VEG PUDDING MILK 27	CHILI/BEANS VEG FRUIT MILK 28	SOUP/SANDWICH FRUIT MILK 29

Our lunches are a great success with the children. Some parents have expressed an interest in our serving a nutritious breakfast.

We are enclosing an actual menu for one week. The cost would be only $2.00 per week, only available weekly - 7:30 to 8:30 each day.

CREATIVE LEARNING CENTER MENU

BREAKFAST

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
PANCAKES MILK	EGGS MILK	CEREAL MILK	EGGS MILK	PANCAKES MILK

APPENDIX N

PROGRESS REPORT

NAME	AGE		1st REPORT			2nd REPORT			TEACHER'S COMMENTS	PARENT'S COMMENTS
CENTER									CODE	
YEAR										
REPORTS	I	II	N. I.	S. P.	P. S.	N. I.	S. P.	P. S.	N.I. Needs Improvement	
DAYS PRESENT									S.P. Showing Progress	
DAYS ABSENT									P.S. Progress Satisfactory	
1. Participates in Group Activities										
2. Shares materials and equipment										
3. Responds to adult directions appropriately										
4. Shows curiosity about Surroundings										
5. Comprehends and uses meaningful language.										
6. Demonstrates good listening habits										
7. Demonstrates good health habits										
8. Demonstrates large and small muscle coordination										
9. Recognizes colors										
10. Recognizes letters of the alphabet										
11. Recognizes geometric shapes and numbers										
12. Matches objects as to form, size and color										

Teacher's Signature

Parent's Signature